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No. 3045: December 1, 1930

## THE ENGLISH BULLETIN

NUMBER 13



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**No. 3045: December 1, 1930**

## **THE ENGLISH BULLETIN**

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**PUBLISHED BY THE UNIVERSITY FOUR TIMES A MONTH, AND ENTERED AS  
SECOND-CLASS MATTER AT THE POSTOFFICE AT AUSTIN, TEXAS,  
UNDER THE ACT OF AUGUST 24, 1912**

The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.

Sam Houston

Cultivated mind is the guardian genius of democracy, and while guided and controlled by virtue, is the noblest attribute of men. It is the only dictator that freemen acknowledge and the only security that freemen desire.

Mirabeau B. Lamar



## PREFACE

The present number of the *English Bulletin* contains material of importance to English teachers in the secondary schools as well as in the colleges. PART I is a revision of a careful study of the weaknesses in the use of English on the part of the entering freshmen at The University of Texas. This study was made by Mrs. Corrie Walker Allen, of the English faculty of the North Texas State Teachers College, Denton. PART II is a general report of the Committee on Classification of Freshmen in English at the University.

The Committee on *The English Bulletin* expects to present later in the year another number of the *Bulletin*, setting forth, in more detail, ways and means of improving the present situation. In the meantime, it is their fervent hope that the matter herein contained will be thoughtfully read and studied.

David Lee Clark, Chairman  
Leonidas W. Payne, Jr.  
Jacob Lorenz Neu  
Mrs. Annie Irvine  
Committee on *The English Bulletin*



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## **PART ONE**

### **A STUDY OF THE CHARACTERISTIC ERRORS IN ENGLISH MADE BY HIGH-SCHOOL STUDENTS ENTERING THE UNIVERSITY**





## FOREWORD

The purpose of this study is to present, as an outcome of the coöperative relationship existing between the high schools and The University of Texas, the movement to classify, according to achievement levels in English, the students applying for admission to the University, and to analyze the showings of two thousand of these students in the entrance tests conducted as a basis of the classification. The ambition motivating the study was a desire to arrive at a scientific diagnosis of weaknesses in the high-school graduates' use of English. To the extent that tabulations from a careful examination of four thousand test papers can assist in such a diagnosis, the findings as presented in this paper are contributory.

*Corrie Walker Allen.*



## CHAPTER I

### RECENT COÖPERATION OF THE UNIVERSITY AND THE HIGH SCHOOLS OF TEXAS

A review of the conditions that operated to establish a permanent coöperative relationship between the high schools of Texas and the State University must have its beginning in the earliest records of the latter institution. Ambitious for standards of high achievement and conscious of weakness and lack of uniformity in the training of students applying for admission, the University administrators set about immediately to build up a strong system of secondary schools in the State. Members of the University faculty conferred with high-school officials, suggesting curricula content, setting up achievement goals, and offering leadership in many ways.

By means of its system of visits to schools the University inspected the high schools, approving those whose work met certain requirements, and assisting, by publications and conferences, those which aspired to meet the standard. Approved schools thus affiliated themselves with the University, and their graduates were permitted to enter without taking entrance examinations. The accrediting movement grew with remarkable rapidity; the high schools responded with enthusiasm to the guidance of the University; and good results soon became apparent. In 1917 the State Department of Education assumed the operation of the affiliation system, which by that time had begun to affect other higher institutions in the State, and which was recognized as a tremendous force in the educational program of Texas.

The subject of English received much attention in the standardization program. Students applying for admission to the University revealed such conspicuous deficiency in the use of language and the knowledge of literature that the Department of English demanded a strengthening of the high-school English course. Frequent publications of

benefit to high-school English teachers were among the agencies directed by the University in an effort to raise standards in this subject. The gradual advance in these standards may be traced in the entrance examinations, specimen sets of which were printed in the catalogues from year to year. These tests show a gradual tendency to the functional and practical, rather than to the formal or purely technical knowledge of the language.

The University did not abandon its services to the high schools when (1917) it surrendered to the State Department of Education the administration of the accrediting system. Publications concerning the high schools continued to issue from the University Press; faculty members, while relinquishing their official connections with the schools, responded freely to all requests for advice or guidance in matters of curricula, methods, or equipment. In order to keep the high schools apprised of the progress of their graduates, the Registrar mailed, at the end of each term, a report to each school from which a freshman was admitted. This report contained the freshman's grades in each of his courses.

Considerable significance, in fact, attached to the freshman's first grades. They were regarded as largely indicative of the student's previous training and of his capacity for university work. By means of them, the teachers diagnosed the weaknesses of the freshmen and arrived at remedial measures for use in both high-school and University instruction. It was soon learned that the number of affiliated credits with which a pupil entered had no bearing on his University record, for the great inflation of curricula that succeeded the World War permitted the pupil a wide election of courses. Credits for these courses were in some instances ill-proportioned, and as is often the case in a liberal program, the fundamental subjects suffered neglect. The teachers of English, mathematics, and foreign languages in the University complained with increasing dissatisfaction of the inferior work of first-year students in these subjects, and, feeling sure that the secret of the

deficiency lay in the high-school preparation, they set about to relieve the situation. The constructive measures taken by the English Department, for example, in adjusting its standards to the achievement levels of the students are interesting to follow.

Explanation of the widely varying performance in freshman English was sought in the administration of entrance credits in this subject. From 1907-1908 schools had been permitted to claim a fourth unit of credit in English for the fulfillment of certain requirements. This fourth credit was considered largely a "quality credit," and was granted, in addition to the three prescribed units, only to those whose grades justified the extra recognition. The University entrance certificates, which all freshmen were required to present, provided a space in which superintendents were requested to recommend three or four credits in English, the number depending upon the pupil's standing.

By this process, all students entering the University from affiliated schools would fall automatically into at least two groups based upon degrees of achievement. Such a classification suggested to the English Department a scheme for grouping students according to ability as indicated by the number of entrance credits presented. Those students entering with four units of credit should form the "upper quartile," and those entering with fewer units should be ranged accordingly. Pupils having to take entrance examinations should fall into the groups to which their examination grades entitled them. This sectionizing scheme was put into operation, and courses of study adapted to the different levels were provided. The result was not gratifying. The classification was discovered to be false in many instances. The indiscriminate recommendations of superintendents destroyed the efficacy of the dividing lines, and the plan became further unsatisfactory when other colleges and universities of the State disregarded the original connotation of the fourth unit.

A second attempt was made to group the freshmen according to ability. All students showing on their entrance

certificates an average standing of A or B, regardless of the number of affiliated credits claimed by their schools, formed what was known as the "first quartile," with those of other averages ranging accordingly. This quartile classification, while maintained as the most practical arrangement, also proved unsatisfactory, largely because of lack of standardization of high-school grading.

It was clear that a purely objective basis of classification was the only just and practical one, if the ideal of courses adapted to individual needs was to be realized. On November 9 and 10, 1926, Dr. David Lee Clark, Adjunct Professor of English, in charge of freshmen for the Committee on Students' Use of English, supervised the giving of an objective punctuation test to the freshmen. With his permission, his report is quoted in part below.

To the Committee on Students' Use of English:

On November 9 and 10 a uniform test in punctuation was given to all freshmen in the fall term of English 1. The test set was the correction of fifty sentences involving all important rules of punctuation and covering one hundred errors. The instructors concerned graded the papers.

The purpose of the test was to find out how well the preparatory schools have equipped their students in this particular phase of theme-writing. The result is not encouraging. Only twenty-two out of 1013 scored 90 or above. The lowest score was 10; the highest 96.

As reasonable correctness in grammar, spelling, and punctuation is the *sine qua non* of passing the fall term of English 1, your Committee strongly urges that the high schools of the state be informed of the status of first-year students. To this end we suggest that a uniform test in spelling, punctuation, and grammar be given early in the fall term of each year, and that the results be carefully tabulated and sent to the supervisors of high schools in the State Department of Education and to the principals of the various high schools. Eventually this may lower the number of casualties in freshmen English from over 348 to a more decent figure.

Dr. Clark felt that the aspects of the situation should be communicated to the high schools, as is evidenced from the following quotation:



The experience of this Committee leads them to believe that something further should be done for freshmen. This means that a direct contact with English teachers and principals in our preparatory schools must be established. To this end the Committee has set up machinery for keeping records of individual students and making periodical reports to high-school principals. It is hoped that the closer contact thus established will be mutually beneficial and will eventually lower the number of freshman failures in our colleges. We too often overlook the fact that many of our high-school teachers have not been able to keep in touch with the work required of freshmen in the colleges. Through no fault of theirs, emphasis in the teaching of English has been directed toward the beauties of Shakespeare and the elegancies of Pope to the neglect of self-expression through writing. As freshman English at Texas is a course in theme-writing, and as reasonable correctness in grammar, spelling, and punctuation is expected of each student at the beginning of the course, the Committee urges that the supervisors of high schools in the State Department of Education and all principals and English teachers throughout the State advise all students planning to enter the University to master at least these elements of theme-work. By this means, it is hoped that the number of freshmen casualties in the fall semester will be greatly lowered and that the students' time and money will be saved.<sup>1</sup>

The old quartile classification was displaced in the fall of 1927 when the newly appointed Committee on Classification of Freshmen in English conducted the examination. This examination consisted of (1) a uniform test in spelling, punctuation, grammar, and sentence structure given simultaneously by all instructors in English; (2) a theme of 200 words written in class; (3) a theme of about 400 words written outside of class. As soon as the results were known, the new classification of freshmen was effected, and the operation of the recommended non-credit course, known as Zero English, began.<sup>2</sup>

Again, in the fall of 1928, the freshmen of the University were examined and classified. The scheme of operation,

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<sup>1</sup>Clark, David Lee: "Freshmen Errors in English," *What the Colleges are Doing*, May, 1927, p. 10.

<sup>2</sup>A report on the Zero English sections will be found in Part Two of this Bulletin.

after a year of trial, was clearly explained in the third report, on November 12, 1928, of the Committee on Classification of Freshmen in English.

The reaction of the high schools to the movement in general was such as to indicate a spirit of hearty commendation and sincere eagerness to coöperate. The following excerpts from the letters of superintendents and other officials indicate the type of response received:

The data sent out from your office concerning the failures of freshmen in the University should attract the attention of and be of value to every high school man or woman in Texas. It is high time that something be done in our high schools to avert such cases.

I am attempting to make such revisions in our course of study and emphasize such teaching of English as will tend to remedy the situation as far as possible.

*From a school superintendent.*

We are beginning a campaign for better English, particularly on the side of the mechanics of English. If you will furnish us with the key used in scoring the test, your evaluations of various errors, and the equivalents of various scores in grade percentages, we will greatly appreciate it, since it will enable us to test our seniors on the basis of the University standards, and thus lead to improvement.

*From the head of a high-school English Department.*

I assure you that we are willing and ready to coöperate with you in every possible way to get better work from the pupils in the high schools, and the material you have sent us will be of much value.

*From the superintendent of a large school system.*

I think your committee is to be commended on its effort to strengthen the English of high-school students.

*From the principal of a large high school.*

I appreciate receiving these reviews of your work. They will benefit both the University and the high schools.

*From a college dean.*

I have taken the matter up with the instructors in English, and we will do our very best to remedy the condition mentioned.

*From the superintendent of a city school.*

Your reports on the special examinations that you have given during the past three years have done much toward calling our attention and that of the superintendents and teachers to the real weaknesses in English and the need of stressing the fundamentals of grammar and composition. They have also helped us materially in checking on our work after English has been accredited, and, in a few instances, they have been the cause of our calling for resubmission of material in this subject.

For this reason and for the good of the schools generally we hope that you will continue your diagnostic-remedial work.

*From the chief supervisor of high schools, State Department of Education.*

In the fall of 1929, another examination was given to the entering students, and the freshmen classes sectionized upon the basis of the results. The examination questions are reproduced in the following pages, and probable questions regarding them are answered in itemized form as follows:

1. Dr. David Lee Clark, Adjunct Professor of English, with the help of his committee, formulated the questions.
2. Standardized tests such as are used in various colleges and universities throughout the country were rejected for use because they failed for one reason or another to suit the exact situation in hand.
3. The tests as given do not include the field of literature, as most of the standardized tests do, because it was the conviction of the Committee that the tendency of high-school instruction has apparently been toward over-emphasis on literature to the neglect of the fundamentals of self-expression.
4. The tests were administered and scored by instructors and tutors in the Department of English.
5. The University provided for the expense of the mimeographing of the tests.
6. Parts I and II of the examinations were intended to supplement each other in revealing the pupils' habitual observance of language technique and mechanics.
7. Part I of the 1929 examination was designed to make the pupil *think* rather than *recall*.
8. Four thousand papers form the source of the analysis in Chapter II. Of these, 2,000 are the four-part objective tests, and 2,000 are themes of the same 2,000 students.
9. In instances of two or more possibly correct answers to any question, credit was given according to interpretation.
10. The tests were scored on the basis of 100. Each of the four parts was evaluated at 25 points.

## FRESHMAN ENGLISH TEST

September 28, 1928

## PART I

Total of Grades.....

Name.....

I have a diploma from.....  
(Insert name and place of school)

Section.....

I was admitted on individual approval.

## I. Spelling (25)

Draw a line through each misspelled word.

- |                        |                         |
|------------------------|-------------------------|
| 1. repetition          | 26. high school student |
| 2. siege               | 27. house wife          |
| 3. noticeable          | 28. outrageous          |
| 4. preperation         | 29. accomodate          |
| 5. villian             | 30. already             |
| 6. committee           | 31. equiped             |
| 7. preceed             | 32. shoeing             |
| 8. secretary           | 33. financier           |
| 9. description         | 34. quizzes             |
| 10. amatuer            | 35. resturant           |
| 11. recomend           | 36. sophomore           |
| 12. It's alright       | 37. comparative         |
| 13. similar            | 38. believe             |
| 14. benefited          | 39. athletics           |
| 15. existance          | 40. committed           |
| 16. permissible        | 41. develope            |
| 17. sieze              | 42. seperate            |
| 18. Burns's works      | 43. temperament         |
| 19. ninth              | 44. tradegy             |
| 20. grammer            | 45. weird               |
| 21. privelege          | 46. calendar            |
| 22. occured            | 47. disapoint           |
| 23. competition        | 48. devine              |
| 24. truly              | 49. etc.                |
| 25. up to date methods | 50. embarass            |

Spelling grade.....

## II. Punctuation (25)

In the following sentences insert the necessary marks of punctuation:

1. Copra the main export of Samoa is the dried meat of the cocoanut.

2. My ears which were half frozen still tingle and burn.
3. After eating pigs always like to sleep.
4. His ideas are I admit mainly right.
5. He is not such a bad fellow as people say he is for he is kind to children.
6. Their question was, Who will have his place?
7. I will let you have Scott's *Ivanhoe* which you will like.
8. For all I care it can remain there forever.
9. Let them say which will be most becoming.
10. I am defeated but I am not conquered I have lost battles but I am not disgraced.
11. He was a faithful sincere friend.
12. Fools rush in where angels fear to tread
13. Whenever you are ready we will begin
14. He showed us some beautiful old Chinese pottery.
15. Industry not inspiration won his success.
16. On September 5 1854 there was a total eclipse of the sun.
17. Did she say, I did not do it
18. While we were washing the lieutenant suddenly appeared.
19. He shouted, "Come on I dare you"
20. We have failed in this therefore let us try something else.
21. There are three causes poverty, injustice, and indolence.
22. It required courage, the speaker said, for Patrick Henry to say, Give me liberty or give me death!
23. If John finds time to plow the garden can be planted tomorrow.
24. This being admitted I shall proceed to my other evidence.
25. The second section of Woolley's Handbook is entitled Putting Discourse on Paper.

Punctuation grade.....

### III. Grammar (25)

The harp that once through Tara's halls  
The soul of music shed,  
Now hangs as mute on Tara's walls  
As if that soul were fled.

- A. What part of speech is each of the following words from the sentence above? What is the construction or function of each of these words?

Part of speech (1 point each)	Construction or function (1 point each)
<i>that</i> , line 1.....	.....
<i>once</i> , line 1.....	.....
<i>soul</i> , line 2.....	.....
<i>as</i> , line 3.....	.....
<i>mute</i> , line 3.....	.....
<i>as if</i> , line 4.....	.....
<i>that</i> , line 4.....	.....

- B. Name the verbs and give the principal parts of each. (6 points)
- C. Name the dependent clauses, and tell how each is used. (1 point each)
- D. Name the prepositional phrases, and tell how each is used. (1 point each)

#### IV. Sentence Sense and Grammar (25)

- A. In each of the following sentences strike out the incorrect form (1 point each):
  1. My brother is seven years younger than *I*, *me*.
  2. He can do it as well as you or *I*, *me*.
  3. Each of them did *his*, *their* duty.
  4. I cannot think of *him*, *his* winning the game.
  5. I knew it to be *he*, *him*.
  6. Every one of the freshmen bought *their*, *his* books yesterday.
  7. *Who*, *whom* do you take me to be?
  8. *Who*, *whom* did you expect to see?
  - 9, 10. *Who*, *whom* did he refer to, *he*, *him*, or *I*, *me*?
- B. Draw a line through each incorrect sentence (1 point each):
  1. Politics proves to be their greatest activity.
  2. Only ten men remained at work, caused by sickness.
  3. Having been brought up on a farm, the battleship was both curious and wonderful.
  4. The main reason for the Revolutionary War was because the colonists resented taxation without representation.
  5. We couldn't hardly see through the mist.
  6. He is one of those students who are always loyal to the team.
  7. Neither he nor I am concerned in the matter.
  8. The happiest people there were he and his mother.
  9. He did what many others have and are doing.



10. The winters were long and cold, nothing could live without shelter.
11. Mark Twain was born in the West, but the East was his home in later years.
12. The size of the plantation varies.
13. I intended to answer your letter.
14. The great event is when the train arrives.
15. She sings like she has a cold.

Grade for Sentence Sense and Grammar

Write out the pledge and sign it.

## PART II

Write a theme of about three hundred and fifty words in length on one of the following subjects:

Why I Came to The University of Texas

My Idea of True Sportsmanship

A Friend Worth Having

A Brief Sketch of My Life

Why I Am Interested in \_\_\_\_\_ (Subject or course)

## FRESHMAN ENGLISH TEST

September 25, 1929

### PART I

Total of Grades.....

.....  
(Print last name)

.....  
(Print first name)

I have a diploma from.....  
(Print name and place of school and state)

If you were admitted on individual approval, place an X here.....

I have studied..... years  
(Name of foreign language)

### I. Spelling (25)

1. Change the following nominative forms to their genitive (possessive) forms:

Burns  
conscience

Ladies  
who

it

2. Write after each of the following nouns its plural form:

analysis	negro	Mr.
thief	stratum	valley
mother-in-law	jury	solo

3. Place the genitive (possessive) sign after the proper noun to indicate (1) separate possession and (2) joint possession:

- (1) Helen and David books  
(2) Helen and David books

4. Write the comparative form of the adjective *ugly*.

5. Write below each of the following verbs its past tense:

transfer	plan	lead
----------	------	------

6. State the rule for spelling of words in *ei*, *ie*, giving an illustration for each. Write a word that is an exception to the rule.

## II. Punctuation (25)

Insert the necessary capitals and marks of punctuation. (Make no changes in the sentence forms.)

In face he had always been extremely ugly and time had certainly not improved his physiognomy. His hair once of a light color was now white with age close-clipped and bristling his beard was gray coarse and shaggy. His forehead was spacious and commanding the eye was dark-blue with an expression both majestic and benignant. His nose was aquiline but crooked. The lower part of his face was famous for its deformity. The under lip a burgundian inheritance as faithfully transmitted as the duchy and the county was heavy and hanging the lower jaw protruded so far beyond the upper that it was impossible for him to bring together the few fragments of teeth which still remained or to speak a whole sentence in an intelligible voice. Eating and talking occupations to which he was always much addicted were becoming daily more arduous in consequence of this original defect which now seemed hardly human but rather an original deformity.

—From Motleys the rise of the dutch Republic.

Punctuation grade.....

### III. Grammar (25)

Directions 1 to 4 refer to the following sentence:

Then I saw in my dream that these good companions, when Christian was gone to the bottom of the hill, gave him a loaf of bread, a bottle of wine, and a cluster of raisins, and then he went on his way.

1. Classify the sentence as simple, complex, compound, or compound-complex.
2. Name the subordinate (dependent) clauses, classify each as an adjective, adverbial, or substantive (noun) clause, and give the function (use) of each clause.
3. Select one adjective phrase.  
Select one adverbial phrase.
4. What part of speech is each of the following words?  
What is the function (use) of each?

	Part of Speech	Function (use)
<i>then</i> .....		
<i>that</i> .....		
<i>him</i> .....		
<i>cluster</i> .....		

5. What is the distinguishing characteristic of a collective noun?
6. Strike out the incorrect word:
  - (1) Listen *at, to* him.
  - (2) I *will, shall* shoot the first man who flees.
  - (3) The wages of sin *are, is* death.
  - (4) The University expects everybody to do *his, their* duty.
  - (5) There is no need of *me, my* going.

7. Give the principal parts of

*lay*  
*burst*  
*drag*

Grammar grade.....

### IV. Sentence Structure (25)

Some of the sentences below are correct; some are incorrect. Using the following numbered list of errors, place in the margin opposite each *incorrect* sentence the number that indicates the error.

- |   |  |
|---|--|
| 1. Comma fault (blunder).                           | 9. Dangling elliptical clause.             |
| 2. Period fault.                                    | 10. Squinting (ambiguous) clause.          |
| 3. Sentence fragment.                               | 11. Adjective for adverb.                  |
| 4. Ambiguous reference of pronoun.                  | 12. Wrong comparison.                      |
| 5. Vague reference of pronoun.                      | 13. Misplaced correlative conjunction.     |
| 6. Lack of agreement between subject and predicate. | 14. Misplaced phrase.                      |
| 7. Wrong predication.                               | 15. Improper sequence (harmony) of tenses. |
| 8. Dangling (hanging) participle.                   | 16. Double negative.                       |
1. I like this pen better than any I have tried.
  2. He is one of those drivers who takes great risks.
  3. I told the teacher when the bell rang I should leave.
  4. If I were you, I should try again.
  5. The sick man is some better this morning; he slept real well last night.
  6. This book, which was published in 1720, and which was once owned by Sir Walter Scott, came into my possession through my father.
  7. Having eaten our breakfast, the boat departed.
  8. Either the boys had to study harder or leave school.
  9. He believes it to be him.
  10. The speaker resented Mary's interrupting him.
  11. I attended the Kickapoo Academy one session, the school was later consolidated with the Cherokee Academy.
  12. While speaking to Elton, the Main Avenue car passed by.
  13. The woman sat at the roadside grieving over her wrecked car full of tears.
  14. It is believed to be she.
  15. Have either of you an English dictionary?
  16. Henry informed his roommate that his father was in town.
  17. It says in the book that Napoleon III was a political adventurer, and that this disturbed the politics of France.
  18. When he had set the trunk in the corner, he sat upon it.
  19. If he should miss the goal, his team mates would be disappointed.
  20. Football is the most popular sport of today. Although other sports are rapidly coming to the front.
  21. He couldn't hardly stand up.
  22. I intended to have answered your letter.
  23. Exclusiveness is when a person remains aloof.
  24. I thought until my brain was tired, all at once I had the correct answer.
  25. Students who have not had sufficient preparatory training.

Sentence-structure grade.....

**PART II**

Write a theme of about two and one-half pages in length on one of the following subjects:

How My High School Prepared Me for the University

My First Impressions of the University Campus

My Impressions of Boarding-house Life

The Most Interesting Place I have Seen

The Most Eccentric Person I Know

How I Earned My First Money

My First Experience in Salesmanship

My Best Friend

How I Learned to Drive Our Car

A Turning Point in My Life

The Practical Use of the Radio

The Practical Uses of Electricity

Why I Chose the ..... Course

The Teacher Who Helped Me Most

The Happiest Moment of My Life

## CHAPTER II

### A STUDY OF THE ERRORS MADE ON FRESHMAN ENGLISH TESTS IN 1928-1929 AND 1929-1930

#### THE SCOPE AND ARRANGEMENT OF THE STUDY

More than twenty-two hundred students applied for admission to the freshman class of the University for the 1928-1929 and the 1929-1930 sessions. Each of the entrants was required to take, during the first few days of his attendance, an examination in English conducted by the Department of English for the administrative purpose of determining the classification of students according to attainment. The examinations, as has been explained in the previous chapter of this study, consisted for both years of two parts: first, an objective test in spelling, punctuation, grammar, and sentence structure; second, a short theme upon an elected subject. The examination papers of both years were filed after they had been graded, and the sectionizing of the students effected. Four thousand of the papers were selected from the files to form the basis of this study, which purports to tabulate, analyze, and signify the typical errors made by two thousand high-school graduates. Two thousand of the papers were prepared in 1928-1929, and two thousand in 1929-1930. Of these four thousand papers, one-half are tests of the objective type, and one-half are themes. It was not thought necessary to include the papers of two hundred or more other freshmen, since they would obviously not present a significant change in the results derived from the work of as many as two thousand students. The convenience of round numbers in the tabulations, the probability of irregularity in the files, and the reliability of two thousand as a norm, determined the number of papers examined.

The findings from these papers are presented in the succeeding pages. In turn are given the results from each of the four divisions of the objective tests for both years: spelling, punctuation, grammar, and sentence sense or



sentence structure. Spelling, which comprises one-fourth of each objective test, is treated first in a discussion including also the findings from the spelling in the themes and some conclusions regarding the subject as a whole. The other three units, each constituting one-fourth of each objective test, are presented in a similar manner. Finally, the total and average scores of all the pupils are tabulated, observations on the figures made, and some conclusions drawn.

#### SPELLING IN THE OBJECTIVE TESTS

The spelling test for 1928-1929 differs in nature from that of the 1929-1930 test, although for both years this division constitutes twenty-five per cent of the objective examination and therefore yields 25 as the highest possible score. It is necessary to consider separately the findings from the two years.

#### THE TEST IN SPELLING FOR 1928-1929

The 1928-1929 test consists of a list of fifty words, twenty-four of which are misspelled. It was the problem of the student to draw a line through each misspelled word or each wrongly written phrase. Correct judgment counted  $\frac{1}{2}$  point. In the order of their apparent difficulty the words are listed below, with the number of times each was missed.

<i>Word as given on test</i>	<i>Frequency of misspelling</i>	<i>Word as given on test</i>	<i>Frequency of misspelling</i>
existence .....	710	occured .....	338
up to date .....	556	benefited .....	325
sieze .....	548	permissible .....	323
villian .....	530	privilege .....	321
develope .....	519	amatuer .....	305
quizes .....	516	siege .....	240
proceed .....	508	weird .....	239
house wife .....	500	seperate .....	237
resturant .....	452	tradegy .....	191
embarass .....	436	similar .....	185
comparative .....	392	acommodate .....	173
Burns's works .....	386	preperation .....	152
It's alright .....	364	recomend .....	147
equiped .....	347	temperament .....	141

<i>Word as given on test</i>	<i>Frequency of Misspelling</i>	<i>Word as given on test</i>	<i>Frequency of Misspelling</i>
noticeable .....	127	sophomore .....	65
calendar .....	124	description .....	51
grammer .....	114	etc. ....	51
divine .....	86	believe .....	50
disappoint .....	80	athletics .....	49
committee .....	76	outrageous .....	44
committed .....	75	shoeing .....	42
already .....	76	secretary .....	29
ninth .....	70	truly .....	19
financier .....	70	competition .....	18
repetition .....	59		

Table I given below presents the scores in spelling of one thousand students for 1928-1929.

TABLE I

The Scores in Spelling for 1928-1929

Students	Average Scores
346 girls	19.43
654 boys	18.36
1,000 girls and boys	18.74

It may be observed from this tabulation that of the one thousand students whose papers were examined for 1928-1929, three hundred and forty-six were girls and six hundred and fifty-four were boys. Twenty-five is the highest possible score on Spelling, since this division represents one-fourth of a test evaluated on the basis of 100 points. The average score for girls is therefore 5.57 points less than perfect; the average score for boys is 6.64 points less than perfect; and the average score of both girls and boys is 6.26 points less than perfect.

#### THE TEST IN SPELLING FOR 1929-1930

The spelling test for 1929-1930 was designed to provoke more than a memory of the arrangement of letters in words. The formation of plurals, possessives, and past tenses, and the statement of simple spelling rules comprise the problems of the test, which also yields 25 as a perfect

score. Tabulations of the results are quoted below with examples of typical errors.

<i>Word</i>	<i>Problem</i>	<i>Frequency of Error</i>	<i>Typical Errors</i>
stratum	formation of plural	651	stratas, stratums, stratae
Mr.	formation of plural	587	messers, misters, monsieurs
analysis	formation of plural	584	analysis, analy- sises
transfer	formation of past tense	491	transferred
Helen and David books	formation of posses- sive, with both Helen and David owning books	487	Helen and Da- vid's, Helens' Davids'
conscience	formation of possessive	416	consciences', con- science
it	formation of possessive	373	it's
Helen and David books	formation of posses- sive, with books owned jointly	364	Helen's and Da- vid's
who	formation of possessive	341	Whoes, who's
valley	formation of plural	333	vallies
lead	formation of past tense	291	lead
ugly	formation of compara- tive degree	279	ugler, more ugly, ugliest
mother-in-law	formation of plural	283	mother-in-laws
solo	formation of plural	250	soloes
Burns	formation of possessive	254	Burn's
ladies	formation of possessive	248	ladie's, ladys'
plan	formation of past tense	181	planed
jury	formation of plural	130	jurys, jurors
negro	formation of plural	124	negros
thief	formation of plural	80	theives
	spelling rule	584	
	exception to rule	762	

### Observations on the Results in Spelling in 1929-1930

From the results of this test it may be seen that the students were particularly deficient in the knowledge of

irregular possessive forms, of irregular plural forms, of principal parts of verbs, and of spelling rules. Many students showed by the nature of their responses that they were confused by the terms *comparative degree* and *principal parts*. A typical response to the request for a spelling rule was the rimed form often quoted to children:

*I* before *e*, except after *c*,  
Or when sounded as *a*,  
As in *neighbor* or *weigh*.

Often, however, as an exception to this rule the word *received* was quoted.

In Table II, which follows, are recorded the scores in Spelling made by one thousand students in 1929-1930.

TABLE II

The Scores in Spelling for 1929-1930

Students	Average Scores
348 girls	16.94
652 boys	14.30
1,000 girls and boys	15.22

In 1929-1930, three hundred and forty-eight girls and six hundred and fifty-two boys were examined. With 25 as the highest possible score in the Spelling division of the objective test, the average score for girls is 8.06 points less than perfect; the average score for boys is 10.7 points less than perfect; and the average score for both girls and boys is 9.78 points less than perfect.

TABLE III

The Scores in Spelling for 1928-1929 and 1929-1930

Students	Average Scores
694 girls	18.18
1,306 boys	16.34
2,000 girls and boys	16.98

The figures show that the average score of six hundred and ninety-four girls in spelling is 6.82 points less than the highest possible score of 25; that the average score of thirteen hundred and six boys is 8.66 points less than perfect;

and that the average score of both boys and girls is 8.02 points less than perfect.

#### SPELLING IN THE THEMES OF 1928-1929 AND 1929-1930

In connection with the results as found in the objective spelling tests, it is significant to consider the spelling in the themes which supplemented the tests, and which, of course, present a far wider range of words. Since the themes were developed from familiar topics, and since they were written during a class period, they naturally record the students' habitual practices in spelling words from their own particular vocabularies. The types of spelling errors thus revealed are valuable in a diagnosis of peculiar weaknesses in the spelling abilities of high-school graduates. In as careful checking as possible upon the words of the themes for the two years, it was discovered that a conservative minimum of 2,332 common words was misspelled. The average would thus be more than 1 word per student. The fact is, however, that these words were misspelled by only 1,115 students, and the average then becomes more than 2 for each student who committed an error. This number does not include words wrongly hyphenated, nor strange foreign words. In cases of illegibility the student was given the benefit of a doubt, and *only one* misspelling of a word by a student was recorded. Thus every word counted as misspelled represents the error of one student; if the student misspelled the same word a dozen times in the same theme, only one misspelling was counted. A word missed in one part of the paper and later spelled correctly more than once was not considered, as all allowance was made for the haste and unnaturalness of the writing situation. Simplified spelling, such as "thru" and "altho," though recognized as poor form, was not counted as wrong.

The words misspelled four or more times are listed alphabetically in the following pages. The numbers which appear opposite certain words indicate the frequency with which they were misspelled.

*Words Misspelled in the Themes Four Times or More*

across (10)	loses (looses) (4)
advise (advice) (5)	loser (looser) (4)
all right (12)	loyalty (6)
among (4)	nineteen (5)
athlete (7)	noticeable (4)
athletic (6)	occurred (15)
athletics (6)	opportunity (7)
attendance (6)	paid (4)
believed (10)	privilege (8)
benefited (4)	professors (14)
benefit (6)	quite (quiet) (9)
business (6)	quiet (quite) (5)
capitol (capital) (5)	really (5)
coming (10)	receive (8)
sources (4)	received (30)
decided (4)	recognize (4)
develop (15)	recognized (4)
develops (11)	registration (10)
development (10)	requirements (4)
disappointed (5)	separated (5)
embarrassing (4)	similar (5)
enough (5)	sophomore (7)
equipped (5)	studying (5)
excellent (4)	success (6)
existence (6)	swimming (6)
expenses (4)	their (10)
experience (4)	together (4)
fascinating (4)	too (45)
finally (5)	to (8)
grammar (12)	truly (4)
hangers (hangars) (5)	tries (7)
entered (intered) (4)	until (18)
invariably (5)	very (4)
judgment (7)	village (6)
knowledge (4)	whether (4)
lose (loose) (14)	

## COMMENTS ON SPELLING IN THEMES

The nature of the most frequent misspellings indicates that the trouble is not lack of phonetic acuteness. There is a tendency to spell the word as it sounds, for example—to, too; truly, coarses, expences, sute. One difficulty arises in the uncertain doubling of consonants before suffixes, for

example, *equiped, finaly, saddness, successfully, comming*. Confusion in the arrangement of *i* and *e* is illustrated in *recieved, thier, and beleive*. The adding of unnecessary letters is common; illustrations are *groupe* and *develope*. Doubled letters within a word produce confusion, for example, *proffessor, dissmis, oppinion, occassion, mannage*. Certain errors may undoubtedly be accredited to slovenly habits of pronunciation. *Buisness, definat, atheletics, quiet* (quite), *hollered, horrow, intrrest, prehaps, probally, sophmore, supprising, wich* are illustrations. The formation of plurals and of past tenses involves difficulty also. Such errors as *frist, slupplied, theacher, elven, and higer* may be attributed to haste or sheer carelessness.

#### PUNCTUATION IN THE OBJECTIVE TESTS

##### *Report of the 1928-1929 Test*

The test in punctuation for 1928 consists of twenty-five sentences, some of which are adequately punctuated, while others require additional marks. The problem was to insert the necessary marks of punctuation, each correctly marked sentence to count one point. The sentences are quoted here, separately, with the number of times each was incorrectly marked. One typical error is also quoted for each sentence.

1. The second section of Woolley's Handbook is entitled putting Discourse on Paper. (811)  
Typical error: The second section of "Woolley's Handbook" is entitled 'Putting Discourse on Paper.'
2. He shouted, "Come on I dare you." (766)  
Typical error: He shouted, "Come on, I dare you."
3. It required courage, the speaker said, for Patrick Henry to say, Give me liberty or give me death! (604)  
Typical error: It required courage, the speaker said, for Patrick Henry to say "Give me Liberty or give me death!"
4. Did she say, I did not do it (598)  
Typical error: Did she say, "I did not do it?"
5. We have failed in this therefore let us try something else. (527)  
Typical error: We have failed in this, therefore let us try something else.

6. There were three causes poverty, injustice, and indolence. (438)  
Typical error: There were three causes; poverty, injustice, and indolence.
7. He showed us some beautiful old Chinese pottery. (412)  
Typical error: He showed us some beautiful, old, Chinese pottery.
8. He is not such a bad fellow as people say he is for he is kind to children. (411)  
Typical error: He is not such a bad fellow, as people say he is, for he is kind to children.
9. On September 5 1854 there was a total eclipse of the sun. (400)  
Typical error: On September 5, 1854 there was a total eclipse of the sun.
10. I am defeated but I am not conquered I have lost battles but I am not disgraced. (395)  
Typical error: I am defeated but I am not conquered; I have lost battles but I am not disgraced.
11. I will let you have Scott's *Ivanhoe* which you will like. (377)  
Typical error: I will let you have Scott's "*Ivanhoe*" which you will like.
12. Their question was, Who will have his place? (344)  
Typical error: Their question was, who will have his place?
13. Fools rush in where angels fear to tread. (342)  
Typical error: Fools rush in, where angels fear to tread.
14. Whenever you are ready we will begin. (318)  
Typical error: Whenever you are ready; we will begin.
15. Industry not inspiration won his success. (265)  
Typical error: Industry, not inspiration won his success.
16. For all I care it can remain there forever. (245)  
Typical error: For all I care it can remain there forever.
17. This being admitted I shall proceed to my other evidence. (199)  
Typical error: This being admitted: I shall proceed to my other evidence.
18. He was a faithful sincere friend. (196)  
Typical error: He was a faithful, sincere, friend.
19. My ears which were half frozen still tingle and burn. (186)  
Typical error: My ears, which were half frozen still tingle and burn.
20. His ideas are I admit mainly right. (183)  
Typical error: His ideas are, I admit mainly right.
21. Let them say which will be most becoming. (165)  
Typical error: Let them say, which will be most becoming.
22. After eating pigs always like to sleep. (136)  
Typical error: After eating, pigs, always like to sleep.
23. If John finds time to plow the garden can be planted tomorrow. (117)



Typical error: If John finds time to plow; the garden can be planted tomorrow.

24. While we were washing the lieutenant suddenly appeared. (113)  
Typical error: While we were washing the lieutenant suddenly appeared.

25. Copra the main export of Samoa is the dried meat of the coconut. (58)

Typical error: Copra, the main export of Samoa is the dried meat of the coconut.

#### ANALYSIS OF THE PUNCTUATION DIFFICULTIES IN 1928-1929

Briefly, the punctuation difficulties arise in the following situations:

1. Quotation marks and underscoring in titles of books or articles.
2. Punctuation between two independent clauses.
3. Quotation marks in an involved quotation.
4. Position of question mark in a sentence containing a quotation.
5. Punctuation preceding a conjunctive adverb introducing a clause.
6. Punctuation preceding an enumeration.
7. Punctuation in a series of modifiers, *a*, *b*, and *c*.
8. Punctuation in a sentence containing essential (restrictive) or non-essential (non-restrictive) elements.
9. Punctuation following introductory adverbial clauses or participial phrases.
10. Punctuation following introductory absolute elements.
11. Punctuation of sentences containing parenthetical elements.
12. Punctuation in grouping for clearness.
13. Punctuation of sentences containing appositive elements.

The average scores of one thousand students in punctuation for 1928-1929 are recorded below in Table IV.

TABLE IV

The Scores on the Punctuation Test for 1928-1929

Students	Average Scores
346 girls	19.37
654 boys	15.78
1,000 girls and boys	16.73

The figures reveal that the average score of three hundred and forty-six girls is 5.63 points less than the highest

possible score of 25; that the average score of six hundred and fifty-four boys is 9.22 points less than perfect; and that the average score of both girls and boys is 8.27 points less than perfect.

#### THE PUNCTUATION TEST FOR 1929-1930

The findings in the punctuation test for 1929 compare interestingly with those in 1928, in spite of the difference in the construction of the two tests. The problem in 1929 is, as in 1928, to insert necessary punctuation marks, this time in an excerpt composed of related sentences. There is, however, the additional problem of capitalization in 1929. The highest possible score again is 25.

#### THE ERRORS IN THE 1929-1930 PUNCTUATION TEST

The following figures indicate the frequency of errors in this test and parallel strikingly those of 1928. There were, in 1929:

1. 232 failures to use a comma between the clauses of a compound sentence in sentence 1.
2. 394 failures to set off with commas the non-essential (non-restrictive) element as in sentence 2.
3. 128 failures to separate by a semicolon the clauses in sentences 2, 3, and 6.
4. 261 "comma blunders" in sentences 2, 3, and 6.
5. 497 failures to separate by commas the words in a series, in sentence 2.
6. 575 failures to set off the non-essential appositive elements in sentences 6 and 7.
7. 497 failures to set off the non-essential clause in sentence 7.
8. 777 omissions of a comma following *dark-blue* in sentence 3.
9. 387 instances of commas used to set off the essential clause in sentence 6.
10. 290 instances of omitted or erroneous punctuation preceding *or* in sentence 6.
11. 65 insertions of an apostrophe in *its* in sentence 5.
12. 1516 unnecessary commas used in inappropriate places.
13. 326 unnecessary semicolons in inappropriate places.
14. 435 unnecessary capital letters. (In *Aquiline*, for instance.)

15. 1358 omitted capital letters, including those in the title of the source of the excerpt, which many overlooked.
16. 503 omitted apostrophes in the title.
17. 412 omitted underscoring of title.
18. 240 unnecessary commas before the title.
19. 65 semicolons or colons before the title.

Below are presented in Table V, the average score in punctuation of one thousand students in 1929-1930.

TABLE V

The Scores on the Punctuation Test for 1929-1930

Students	Average Scores
348 girls	15.96
652 boys	14.65
1,000 girls and boys	15.11

The figures in Table V reveal that the average score of three hundred and forty-eight girls is 9.04 points less than the perfect score of 25; that the average score of six hundred and fifty-two boys is 10.35 points less than perfect; and that the average score of both boys and girls is 9.89 points less than perfect. Comparison of Tables IV and V discloses a general lowering of grades in 1929-1930.

Table VI presents the averaged score of boys and girls for the combined years 1928-1929 and 1929-1930.

TABLE VI

The Scores in Punctuation in 1928-1929 and 1929-1930

Students	Average Score
694 girls	17.23
1,306 boys	14.45
2,000 girls and boys	15.92

Figures in Table VI, compared with those in Table III, show that the average scores of both boys and girls in punctuation for 1928-1929 and 1929-1930 are slightly less than the scores in spelling for those years.

PUNCTUATION DIFFICULTIES REVEALED IN  
THE THEMES

An analysis of the themes of the students is necessary to a complete diagnosis of the prevalent weaknesses in punctuation habits. These themes, written without previous preparation, reveal to a significant extent the students' casual and unstudied writing practices, of which punctuation is an important element. Each theme was carefully marked as to punctuation, and the errors were classified as definitely as possible. Every error was counted. In some papers there were numerous repetitions of the same mistake. A study of these errors is presented below. Frequencies, examples, and classifications of the errors are included to insure complete clarity.

*The Errors in Punctuation in the Themes*

1. There were 1537 omissions of the comma preceding the conjunction between clauses of a compound sentence. The following examples will illustrate this error:

- (a) Jess is rather shy and his worth is not seen at the first meeting.
- (b) Hunting trips end sadly too many times but the hunters get their fun just the same.
- (c) The engine was puffing and popping and the water in the radiator was boiling.
- (d) During the process of registration we continued our conversation and the time passed quickly.
- (e) I made a wild dash for the bath-room this time but I met with no better results.
- (f) In order to play football a person must not only be physically fit but he must be able to think and think fast.

2. There were 513 "comma blunders," of which the following are typical:

- (a) My chance never came, it seemed as if my father were a man of endless endurance.
- (b) That settled everything, I thought, here was a boy I could really like.
- (c) This lady wanted some soft candy, she insisted on tasting at least seven varieties.
- (d) Of course I was too small then to be of much help, in fact I was usually in the way.

3. There were 284 erroneous uses of the comma or semicolon in separating words or phrases in a series or consecutive adjectives. The following sentences are illustrative of this error:

- (a) The ions have been harnessed to take the place of horse power steam and man's labor.
- (b) Rosy, tubby, bearded and be-spectacled is "Pop," a lovable character and a jolly good fellow.
- (c) The most important of these are the electric iron, the electric washer, the electric stove and many others.
- (d) I looked up to see a short dark man wheeling a cabin monoplane from the hangar.
- (e) He looked like an old, Pilgrim Father, although he did not talk like one.

4. There are 187 instances of commas used to set off essential (restrictive) clauses. Representative instances are quoted as follows:

- (a) Hills, which had seemed very high when I had attempted to climb them, were now mere dumps of green on the level surface of the earth.
- (b) He was principal in the high school, which I attended, for about eight years.
- (c) As we see the great construction jobs, that are put up about the country, we marvel at their size and beauty.
- (d) It is an old necklace, that once belonged to our family in England.

5. There are 141 cases of omission of commas to set off nonessential (non-restrictive) clauses. The following sentences illustrate the error:

- (a) It is a rough game which requires skill and wit in order for a team to win.
- (b) In their respective rooms we find the patient instructors who greet the new students with smiles of welcome.
- (c) I earned a nice salary which gave me the things a boy of 15 most desires.
- (d) This was the beginning of our acquaintance in which I realized instantly that I liked her.
- (e) I then left the campus and went home where I took a well-deserved rest.

6. Unnecessary commas, 1278 in all, are used in miscellaneous constructions in sentences, of which the following are typical:

- (a) The plane leveled off and landed so smoothly, that I felt safe enough for another ride.
- (b) We waited in lines, until the doors were opened and then the mad rush started.

- (c) Most of my thoughts were about how I would feel and, how things on the earth would look, when I was in the air.
  - (d) This old man's name was, John Mathews.
  - (e) Then, I had the honor of saying that I had, at least, experienced one love affair.
  - (f) I came to the University, because I like the city of Austin.
  - (g) I did not appreciate the wonderful world I lived in, until I reached boyhood.
  - (h) When I left my home, to come to Austin, all my friends wished me success.
  - (i) Thus, there has developed a new type of music that is almost a national institution.
  - (j) The monkeys kept up an incessant chattering, and barking, and pleading in their effort to attract my attention.
  - (k) The rest of the day, I spent in addressing letters.
  - (l) I was frightened but, unhurt.
  - (m) I believe that the time will come, soon, when the people without education, will be as beggars on the street.
  - (n) My greatest surprise came, at the beginning of the long term.
  - (o) Mr. Winter's topic was, "The High School Graduate."
  - (p) During the summer months, many people are seen at the seashore & natatoriums.
  - (q) You remain under water long enough to allow the females on the shore, to fully appreciate your great feat.
7. There are 3166 omissions of commas in miscellaneous constructions besides those already listed. The following sentences are illustrative:
- (a) When messages were sent not many years ago both time and money were required.
  - (b) After finding where to register you stand in line for half an hour.
  - (c) The door being unlatched we walked boldly in.
  - (d) It was a large store with a large number of employees.
  - (e) Five minutes later there was a great commotion outside accompanied by a very belligerent voice.
  - (f) As Benjamin Franklin said "Experience keeps a dear school."
  - (g) When I entered the building I felt as small as a mouse.
  - (h) Track like any other sport will develop the body physically.
  - (i) All these good traits no matter how endearing they may be did not bind us.

- (j) We had a bear cub steak which was much to our surprise tender and good.
- (k) Had it not been for the accurate passing and teamwork of his mates he would not have been able to make these points.
- (l) The doctor is a very responsible person as much lies in his hands.
- (m) Mr. Savage my boss, put me in charge of a group of negroes.
- (n) Hastily snatching a towel and some soap I started for the bath-room.
- (o) However at the last we began to wish for a big rain.
- (p) It was an absolute blank to me since my experience with such places was so limited.
- (q) They sold medicine to everyone who needed it whether he could pay for it or not.
- (r) In order to accomplish this without twisting the tubing the pole was set in some braces perpendicular to the ground.
- (s) We learn of these ancient kingdoms from the Bible of course.
- (t) My first ride in an aeroplane was in Lockhart Texas.
- (u) We crawled out of the plane very slowly shaking hands.
- (v) Even at home I was made to study "Gography" as I called it.

8. In 303 cases, semicolons are wrongly used for commas in sentences, of which those that follow are representative:

- (a) I studied harder for her than for any other teacher; and I enjoyed doing it.
- (b) One year Jim Martin and I were staying at Carpa; one of the towns at the base of the Ural Mountains.
- (c) It was not that I had not been told time and time again; but rather that I had never stopped to think about it.
- (d) My friends often talked to me; trying to persuade me to stop all this.
- (e) It is a magazine that should interest everyone; especially those who are interested in human nature.
- (f) In order to make sure that there was no break in the tubing; it was tested with a high pressure of water and air.

9. There are 85 unnecessary semicolons. The following sentences illustrate this error:

- (a) I sent to N. Hall about eleven-thirty o'clock; so that I would not have to wait in line.

- (b) We rode for about an hour; before the train came to the end.
- (c) I heard a strange noise, as of chains; being drawn across the floor.

10. Semicolons are inappropriately omitted in 186 cases. The sentences which follow are typical:

- (a) His conversation could never be called brilliant yet it has a certain sparkle.
- (b) I decided that this job was not the job that I was born to do so I asked for my pay-check.
- (c) I asked her her name she told me it was Ruby.

In addition to the errors classified and exemplified in the foregoing pages, there are 92 instances of quotation marks omitted or misused; 393 misplacements or omissions of the apostrophe; and numerous errors in the use of the dash and colon. Mistakes in the use of quotation marks consist largely in their omission or incompleteness. Since few of the topics were subject to narrative treatment, there was little occasion for quoted conversation. Errors in the uses of the apostrophe consist largely in its omission in contractions, or its omission or misplacement in genitive (possessive) forms. A few students showed the tendency to over-use of the dash in the function of the comma.

### *Capitalization in the Themes*

Errors in capitalization, numbering 1461, show a decided tendency to overcapitalization. Names of school subjects not derived from proper names; the words *high school* not designating a particular school; and the names of classes in school are among the words commonly capitalized without justification.

### GRAMMAR IN THE OBJECTIVE TESTS

#### *The Errors in Grammar in 1928-1929*

The objective grammar test of 1928 comprised the third part of the test for that year and required the recognition of the parts of speech and an understanding of their function; a knowledge of the principal parts of verbs; and ability



to recognize and give the uses of dependent clauses and prepositional phrases. The highest possible score is 25. The figures quoted below reveal the extent to which these abilities were possessed:

1. In 1313 cases, parts of speech were erroneously named and their uses misjudged.
2. 1108 errors were made in giving the principal parts of verbs.
3. 483 misjudgments were made in signifying the dependent clauses.
4. There were 694 failures to name the prepositional phrases.
5. There were 885 misjudgments as to the function of the phrases.

Table VII, presented below, gives the average scores of one thousand students in grammar in 1928-1929.

TABLE VII

The Scores in Grammar 1928-1929

Students	Average Scores
346 girls	14.16
654 boys	10.31
1,000 girls and boys	11.64

The figures in the table disclose the fact that the average score of three hundred and forty-six girls in Grammar in 1928-1929 is 10.84 points less than the highest possible score of 25; that the average score of six hundred and fifty-four boys is 14.69 points less than perfect; and that the average score of both boys and girls is 13.36 points less than perfect.

*Findings on the Grammar Test for 1929-1930*

The test for 1929, based upon the same abilities, was constructed somewhat differently. The perfect score is 25. Findings from this test disclose a situation much like that indicated in the same test of the previous year. An analysis of the errors follows:

1. 381 students were unable to classify the given sentence as simple, compound or complex.
2. 372 students were totally unable to locate, classify, and give the use of dependent clauses.

3. 602 students were unable to answer correctly as much as one-half of the question calling for a knowledge of dependent clauses.
4. 721 students were unable to select one adjective phrase from the given sentence.
5. 602 students failed to recognize an adverbial phrase.
6. 294 students failed to classify *then* as a part of speech.
7. 896 students failed to name the function of *then*.
8. 62 students failed to classify *that* as a part of speech.
9. 314 students failed to name the function of *that*.
10. 542 students failed to classify *him* as a part of speech.
11. 752 students failed to name the function of *him*.
12. 547 students failed to classify *cluster* as a part of speech.
13. 635 students failed to name the function of *cluster*.
14. 714 students were unable to name the distinguishing characteristic of a collective noun.
15. 32 students failed to strike out the incorrect word in the sentence:  
Listen *at*, to him.
16. 319 students failed to strike out the incorrect word in the sentence:  
I *will*, *shall* shoot the first man who moves.
17. 541 students failed to strike out the incorrect word in the sentence:  
The wages of sin *is*, *are* death.
18. 253 students failed to strike out the incorrect word in the sentence:  
The University expects every man to do *his*, *their* duty.
19. 234 students failed to strike out the incorrect word in the sentence:  
There is no need of *me*, *my* going.
20. 652 students missed the principal parts of the verb *lay*.
21. 265 students missed the principal parts of the verb *burst*.
22. 523 students missed the principal parts of the verb *drag*.

Table VIII presents the average scores of one thousand students on the Grammar division of the objective test in 1929-1930.

TABLE VIII

The Scores in Grammar for 1929-1930

Students	Average Scores
348 girls	14.34
652 boys	11.94
1,000 girls and boys	12.78

The highest possible score in Grammar being 25, the average score of three hundred and forty-eight girls in 1929-1930 is 10.66 points less than perfect; the average score of six hundred and fifty-two boys is 13.06 points less than perfect; the average score of both girls and boys is 12.22 points less than perfect. Comparison of Tables VII and VIII leads to the observation that the scores in grammar in 1929-1930 are slightly higher than those in 1928-1929.

In Table IX are presented the average scores of both girls and boys in the combined years 1928-1929 and 1929-1930.

TABLE IX

The Combined Scores in Grammar for 1928-1929 and 1929-1930

Students	Average Scores
694 girls	14.26
1,306 boys	11.12
2,000 girls and boys	12.21

The figures presented in Table IX show, in comparison with those in Tables III and VI, that the scores in the Grammar division of the objective tests are lower than those in either Spelling or Punctuation.

#### SENTENCE STRUCTURE IN THE OBJECTIVE TESTS

The fourth part of the objective tests for 1928-1929 and 1929-1930, though constructed differently for the two years, covers general matters of sentence structure and language usage. The highest possible score for this part of the tests in both years is 25.

#### *Findings from the 1928-1929 Test in Sentence Sense*

Division A of the part of the 1928 test, named *Sentence Sense and Grammar*, required a knowledge of pronoun case-forms, and Division B a general knowledge of sentence structure. The test is reproduced as follows, with a number to the right of each sentence indicating the number of times it was incorrectly answered:

- A. (Line to be drawn through the incorrect word.)  
 I cannot think of *him*, *his* winning the game. (492)  
 I knew it to be *he*, *him*. (486)  
*Who*, *whom* do you take me to be? (431)  
*Who*, *whom* did he refer to, *he*, *him*, or *I*, *me*. (314, 391)  
*Who*, *whom* did you expect to see? (349)  
 Everyone of the freshmen bought *his*, *their* books yesterday.  
 (332)  
 He can do it as well as you or *I*, *me*. (201)  
 Each of them did *his*, *their* duty. (192)  
 My brother is seven years younger than *I*, *me*. (147)
- B. (Line to be drawn through each incorrect sentence.)  
 Mark Twain was born in the West, but the East was his home in later years. (815)  
 The main reason for the Revolutionary War was because the colonists resented taxation without representation. (519)  
 He is one of those students who are always loyal to the team. (512)  
 Neither he nor I am concerned in the matter. (475)  
 The great event is when the train arrives. (459)  
 The winters were long and cold, nothing could live without shelter. (428)  
 The happiest people there were he and his mother. (399)  
 The size of the plantation varies. (352)  
 He did what others have and are doing. (345)  
 Politics proves to be their greatest activity. (255)  
 She sings like she has a cold. (236)  
 Having been brought up on a farm, the battleship was both curious and wonderful. (142)  
 I intended to answer your letter. (89)  
 We couldn't hardly see through the mist. (65)  
 Only ten men remained at work, caused by sickness. (52)

The average scores of both boys and girls in Sentence Sense for 1928-1929 are recorded below in Table X.

TABLE X

The Scores in Sentence Sense for 1928-1929

Students	Average Scores
346 girls	17.83
654 boys	15.48
1,000 girls and boys	16.29

With 25 as the highest possible score, the average score of three hundred and forty-six girls in Sentence Sense for 1928-1929 is 7.17 points less than perfect; the average score of six hundred and fifty-four boys is 9.52 points less than perfect; and the average score of both boys and girls is 8.71 points less than perfect.

*The Test on Sentence Structure for 1929-1930*

The problem on Sentence Structure in the test of 1929 was more complex than that in 1928. A list of twenty-five sentences, some of which are correct, is accompanied by a numbered list of errors. The student was requested to discover the incorrect sentence, and by placing a number by it, thus indicate the technical name of the error involved. Each correct judgment counted 1 toward the perfect score of 25. The sentences are reproduced to show the number of wrong judgments. In case of two possible correct interpretations, full credit was given for either.

*Frequency of Errors in the Test*

1. Have either of you an English dictionary? (903)
2. I told the teacher when the bell rang I should leave. (893)
3. Exclusiveness is when a person remains aloof. (831)
4. He is one of those drivers who takes great risks. (798)
5. It says in the book that Napoleon III was a political adventurer, and that this disturbed the politics of France. (798)
6. While speaking to Elton, the Main Avenue car passed by. (772)
7. I like this pen better than any I have tried. (760)
8. Either the boys had to study harder or leave school. (740)
9. Henry informed his roommate that his father was in town. (732)
10. The sick man is some better this morning; he slept real well last night. (631)
11. I intended to have answered your letter. (583)
12. Having eaten our breakfast, the boat departed. (518)
13. I thought until my brain was tired, all at once I had the correct answer. (446)
14. I attended the Kickapoo Academy one session, the school was later consolidated with the Cherokee Academy. (417)

15. This book, which was published in 1720, and which was once owned by Sir Walter Scott, came into my possession through my father. (405)
16. The woman sat at the roadside grieving over her wrecked car full of tears. (388)
17. If I were you I should try again. (383)
18. When he had set the trunk in the corner, he sat upon it. (374)
19. Football is the most popular sport of today. Although other sports are rapidly coming to the front. (313)
20. If he should miss his goal, his teammates would be disappointed. (235)
21. Students who have not had sufficient preparatory training. (228)
22. The speaker resented Mary's interrupting him. (222)
23. He couldn't hardly stand up. (204)

Table XI records the average scores of girls and boys in the division of the objective tests designated as Sentence Structure in 1929-1930.

TABLE XI

Scores on Sentence Structure in 1929-1930

Students	Average Scores
348 girls	12.48
652 boys	10.27
1,000 girls and boys	11.03

The figures in Table XI reveal that the average score of three hundred and forty-eight girls is 12.52 points less than the perfect score of 25; that the average score of six hundred and fifty-two boys is 14.73 points less than perfect; and that the average score for both girls and boys is 13.97 points less than perfect.

#### GRAMMAR AND SENTENCE STRUCTURE IN THE THEMES

A significant study is presented in the relation of the language usage, as exhibited in the students' themes, to the ability displayed in the objective tests covering grammar and sentence structure. These two elements are of added importance when it is considered that they affect both written and spoken language, whereas punctuation and

spelling concern written speech only. The themes represent the functional knowledge of word relationships and are therefore of inestimable value in an analysis of weaknesses. The conclusions which follow will serve to illustrate the extent to which a more or less technical knowledge of language principles, such as is required in Part IV of the objective tests, is advisable.

1. The fact that 367 sentence fragments appear in the papers of students numbering less than 367 proves that at least a great many students have a reliable "sentence sense." The greater number of errors occurs, then, within groups of words which have at least the essential elements of subject and predicate. "Sentence fragments" such as the five quoted below are not common:

- (1) Exactly as if you were rushing to meet death with no way of stopping.
- (2) Because I was disappointed in love, you might say.
- (3) That is, of course, if he intends to be a professional man.
- (4) Although some adults do not have this marvelous gift.
- (5) A dive from the top spring board, like a flame sinking gradually into the heavenly blue of the cooling waters.

2. One of the erroneous constructions characterizing many of the themes is the use of pronouns with vague or erroneous antecedents. More than 1293 of such cases appear, contributing as much as any other error to the weakness of the sentence. Several typical examples are quoted to illustrate the error:

- (1) I therefore intend to make the best of my advantage, because *it* is absolutely needed in later life.
- (2) My first day on the job I liked *it* fairly well.
- (3) After a while my job grew tiresome. My boss soon found *this* out.
- (4) The sooner I started, the more money I would receive, and *that* is the object of nearly all work anyway.
- (5) In a few moments we were bumping across the field with the motor roaring so I could hardly think. Then *it* grew easier, and I saw that we were in the air.
- (6) I consulted the list of boarding houses for men *that* is furnished by the University.
- (7) I helped him take the wheels and loading gear off and put *it* in my automobile.
- (8) There is always a chance of advancement in engineering and it offers a chance to explore and go on adventures, *which* interests me very much.

- (9) I had easy high-school teachers, *which* I regret now.
- (10) He told me not to change any of them, *which* I did.
- (11) The next thing I saw was some pretty birds in a cage *that* made so much noise I could not see or hear anything else.
- (12) I was fishing for crawfish *which* was the great sport at that place.
- (13) The Medical Branch at Galveston is affiliated with the University and I thought *this* would be a further example.
- (14) A true sportsman would never cheat, even though he knew the game depended on *it*.
- (15) The little blond was back in school and *this* helped make the year more interesting.

3. Another error common to numerous papers is the lack of agreement in number between the verb and its subject, a mistake occurring 234 times. Some examples follow:

- (1) In this room the drawing of the red and black beans were held.
- (2) I received their consent, and then all I lacked were the three dollars.
- (3) The things I did then makes me blush to think about now.
- (4) There has been many happy moments in my life.
- (5) In that long line of boys and girls there was surely all types of humanity.
- (6) When such a feeling between the players exist, there is always a greater degree of pleasure.
- (7) The following five years of my life was spent in moving from one place to another.
- (8) Neither of us were very good swimmers.

4. Lack of agreement in number or person between a pronoun and its antecedent occurred in 195 cases. Some typical examples follow:

- (1) When anyone speaks of a good sport, they mean one who can take things in many different ways.
- (2) I am sure that everyone has happy moments in their life.
- (3) The impression that one has of Hawaii before they see it is completely changed when they round the Diamond Head and get their first view of Honolulu.

5. The "dangling participle" appears in 103 cases, of which the sentences below are representative:

- (1) Thinking that I was too young to appreciate a European voyage, I was left in care of my grandparents.



- (2) Arriving at the anything but modern hotel, the clerk led us up some narrow stairs to our rooms.
- (3) Being close to the Gulf, a great part of my time was spent in bathing and doing those things which the sea-shore offers.
- (4) Coming to Austin as a stranger, there were several things I wanted to acquaint myself with.

6. There were numerous instances of miscellaneous "dangling" sentence elements. The following sentences illustrate the error:

- (1) In gaining a degree in medicine, subjects are taken that will be of great help in life.
- (2) These boys would rather be out driving than poring over a book, and yet due to their brilliant minds, they receive passing grades.
- (3) This lasted only a short while after taking the advice of some experienced men.
- (4) Manufacturing has been increased greatly in the last century due to the inexhaustible use of electricity.
- (5) Another very important factor in choosing the University of Texas was its democracy.
- (6) When speaking of another member of the class, it was unproper to speak of him by his Christian name.
- (7) By listening only to speeches and talks given by the highly educated people of the world, an education can be received.
- (8) A college education gives one the finishing touches needed to succeed in business.
- (9) After finishing my first year in high school, my family moved back to Texas.
- (10) After leaving the Georgetown road, the roads are nothing less than stone steps and shallow creek beds.
- (11) When seven years of age the Winnetka Public School claimed my attention.
- (12) While looking through a magazine one day, a drawing attracted my attention.

7. Numerous miscellaneous errors occurred. The following sentences are specimens:

- (1) No possessive with gerund (29 cases): Instead of me having to study English and Grammar, most of my time was spent on literature. There is no doubt about it having a big place in the musical world.
- (2) Adjective used as adverb (193 cases): The landing made me feel real sick. The plane was going fast, but it hit

the ground easy and rolled up the field and stopped.  
As a matter of fact I do not know it good to this day.

- (3) Confused pronoun case forms (59 cases): From this time there ripened a very deep friendship between he and I.
- (4) The "split infinitive" (91 cases): It took me some time to really realize who my best friend was.
- (5) The use of "most" for "almost" (29 cases): I have had numerous experiences in most every state in the Union.
- (6) The confusion of principal parts of verbs (103 cases): Up to this time I had only drank milk three times a day.
- (7) The use of "like" for "as" or "as if" (54 cases): If I am close to the ocean like I was this summer, I shall go in swimming every morning.
- (8) The confusion of "their" and "there" (24 cases): Here I knew a number of University people and through there advice and help I was able to attend the University.
- (9) The confusion of "its" and "it's" (23 cases): That is where jazz takes it's stand.
- (10) The confusion of "shall" and "will" and of "should" and "would" (159 cases): I thought I would enjoy working in such a store. I will look back, I hope, and remember the impression I received at first sight.
- (11) Shift in person (260 cases).
- (12) Erroneous plural endings (171 cases).
- (13) Confusions of tense within the sentence (216 cases).

#### FURTHER CONSIDERATION OF THE THEMES

Obviously, many of the errors which appeared in the themes cannot be listed in a classified order. Mistakes in diction, for instance, and erroneous sentence constructions are of such numerous types, many of them nameless as far as grammatical nomenclature is concerned, that it will be advisable to discuss them generally, giving representative examples of each error.

#### *Diction*

In general, the themes reveal a striking meagerness of vocabulary. Trite phrases, slang, and often altogether inadequate expressions are depended upon to carry the intended

meaning. Inaccuracies in the words often produce a confused connotation; and evident groping for appropriate expressions retards the flow of thought. Some representative specimens of inadequate or inelegant phrasing are:

"the largeness of the meals"

"Friends are one of the most important things of a man or woman **today.**"

"Everything came easy."

"bust out"

"quite a bit"

"I soon created an idea."

"healthy climate"

"We can draw the idea of a sportsman as being, etc."

"make an attempt at some goal in life"

"A true sport is seldomly ever seen every day."

"The number is rather scarce."

"The most part of my life has been spent in moving."

"My aunt encouraged me toward attending the University."

"While I am here I mean to anticipate in several of these activities."

"One of the determining factors of my life took place during these early years."

"the pick of the state"

"talked me into the mood of going"

"highest paid teachers"

"School spirit opens up a man's character, and exposes his characteristics before his associates."

"My first move"

"majesticness"

"made quite a hit"

"the happy-go-luckyness"

"days spent so carefreely"

"get so enthused"

"to study the different catalogues of colleges to find out which was the most adapted"

"in future days to come"

"Many people lost to temptation and are made rich by unorthodox methods."

"when I became the age of five"

"On entering high school the athletics looked bigger to me than the studies."

"The wages were enough to let me enter college."

"the pep and school spirit that is carried on in this school"

"The University has a great upkeep to the Texas spirit, many fraternities of which was a great inducement to me."

"to be a back number"  
"The park is modernly equipped."  
"the most pleasant years I have ever past"  
"school spirit first appeared to me in grammar school"  
"quite a lot of thought"  
"different than"  
"accustomed of doing so"  
"I didn't have much intentions of going to college"  
"I chose this school above all others."  
"The very name was instilled into me."  
"When I decided to come to the University, I used three principal factors."  
"to back the University"  
"to try and raise the standard"  
"I picked the greatest school."  
"began to contemplate on entering the University"  
"I came to be higher educated."  
"to flunk out"  
"pretty sure"  
"way above the average"  
"hard knocks in the game of Life"  
"ladder of success"  
"planned on attending"  
"after asking several people's advice."  
"My mother put my brother to arguing me into going to school."  
"He went in one of the Hunter's car."  
"to be educated to where you can earn a good living"  
"The preacher took his Bible and prayer-book, and the natural delivery of words came from him. He put over to them the fundamentals of his text."  
"Teachers were extra good."  
"Fortunately my uncle was practicing law and his advice was detrimental in paving my road to college."  
"couple of hours"  
"a pianistic career"  
"as I grew up, both in years and statue"  
"got my courage up"  
"helping to put it over right"  
"the grit to try"  
"some few people"  
"got to where we wouldn't go"  
"every since I have been a little boy"  
"timid-natureness"  
"made me feel gracious to my parents"  
"jumped at the chance"

"this muchly spoken of beach"  
"more fuller than before"  
"I came to the University to improve my mental actions."  
"pursue my life's work"  
"without any advanced standing of where I was when I left  
the school"  
"My first business experience came into my life at a very  
early age."  
"everything went swell"  
"fix him up"  
"an awful lot"  
"the majority of the time"  
"a little ways down the street"

*Miscellaneous Errors in Sentence Structure  
in the Themes*

More than 1275 sentences in the themes were marked for structural errors unclassified in the tabulated list already treated. Some of these sentences involve two or more rhetorical principles; some are evidences of muddled thinking; some are the result of haste. The quoted sentences are illustrative.

A. Sentences lacking in balance or parallelism:

- (a) He was at least six feet tall, built like an athlete, and he sat up straight in his chair.
- (b) She swims well, a champion tennis player, a good horseback rider, the most graceful of dancers, and taking sports as a whole you could name on and on the ones she excels in.
- (c) Its sides are almost vertical, very smooth and are streaked with darker stone, caused from age and weather.
- (d) During the summer I helped my mother with all the work in the house, and around the house; such as tending to the chickens, help in the garden, can food and all things that have to be done on the farm.
- (e) My school spirit means to me the following: the teaching of loyalty to the University and to my fellowmen, the moral of the University, and to respect women and children.

## B. Sentences lacking unity:

- (a) As the plane rose in the air I began to have a sinking feeling inside of me, and the wind beat against my face.
- (b) Sometimes sorrow is found among my souvenirs, but I think everyone should have a collection of souvenirs.
- (c) The mountain may be seen many miles away and it is close enough a flag pole is distinguished on the top.
- (d) She is the sweetest girl I have ever known, and we try not to let anything whatever come between us.

## C. Sentences containing misplaced elements:

- (a) Elderly and dignified gentlemen will pat their feet in silent appreciation of the music, unconsciously.
- (b) I only remember being scolded by him once.
- (c) For these reasons I believe the University of Texas to be one of the greatest schools for students that can be found.
- (d) He had a rather large blue and white dotted bow tie which he wore with a white blouse that I was very fond of.
- (e) I met several people on the campus that I knew.

## D. Sentences containing incoherent constructions:

- (a) Many older persons are just as bad if not worse than the younger generation.
- (b) There are times when I don't feel or am not in the mood for it.
- (c) This is only one of the ways which a lawyer makes money.
- (d) Unlike most mining towns, the streets are clean.
- (e) My schooling was about the same as any average boy.
- (f) A friend worth having in my opinion is not the same in the eyes of thousands of other people.
- (g) My idea of a good position was a bricklayer's helper.
- (h) I have enrolled in the State University in order that I might train myself for the position that I am best talented.

## E. Sentences characterized by faulty predication:

- (a) My first and only experience as a teacher was this summer.
- (b) My aim in entering the University is because of its scholastic standing.

- (c) One reason I entered this institution of higher learning was because it is the most logical one.

**F. Sentences illustrating miscellaneous illogical constructions:**

- (a) Public Speaking, which is a part of Dramatics, teaches you how to breathe so as to make each word clear and give the correct meaning.
- (b) If it is a dormitory system that one resides at, one has to both comply with all rules as well as partake in all amusements arising thereof.
- (c) The engineers of aviation have just opened a small crack in the door which, if it were to swing open suddenly, the contents behind would quite astound those men who are continually digging at this subject.
- (d) The way that my friends have proved myself worthy of being called a friend worth having has been developed in their younger days.
- (e) Most or maybe all come here with the same idea and that is to acquire some destiny for the sake of facing their future lives in a more easy way, because without a destiny life is tiresome and perhaps less tedious. Therefore I came here for the acquisition of a profession which will enable me a future happiness, instead of a wearisome and tiresome one, if without it.
- (f) Another reason why I came to the University of Texas is that I am going to work while I am here and earn the money that I am spending in order that I may attend this school, and I believe the college authorities are willing and glad to help a student achieve what he is driving at, and when anyone makes it verry plane that he is doing his best there is always some way that he will find to achieve what he is hoping to get.
- (g) I had not been on the floor but three or four days when the manager called me in his office and told me that some one had to pull ice that night and how about me doing it, and of course I could not refuse him since he was my boss.
- (h) To my mind the U. is a personality developer, giving up that spark of life that causes us to awaken and realize the seriousness of doing our daily tasks pleasantly, systematically and without fear or dread of monotony.
- (i) Working toward a degree is a great achievement and it requires physical strength as well as mental ability,

and here is offered all kinds of sports and athletics that will help in the development of the body and keep one strong so he will be able to meet his hardships.

#### GENERAL CONSIDERATION OF THE THEMES

There can be no reliable figures to measure the various elements besides those of mechanical structure and grammatical units that enter into the final estimate of a theme. The significance of content, the approach to the subject, and the general point of view influence the grading of the paper, and no figures are available as measures of these considerations. No record was made in this study of the instances of poor organization in the theme as a whole, of the numerous cases of faulty transition, of general inadequacy of treatment. Among the practices affecting the theme as a whole are:

1. Lack of paragraph unity.
2. Shift in tense.
3. Shift in point of view.
4. Lack of coherence within paragraphs, and faulty transition from one paragraph to another.
5. Inclusion of material unrelated to subject.
6. Poor form as to margins, spacing, word-syllabication, handwriting, etc.

Those engaged in scoring the themes kept in mind, as a factor affecting the general quality of the papers, the haste in which they were written, and the strain of the situation.

#### GENERAL SCORES ON PART I OF THE FRESHMAN EXAMINATION IN ENGLISH

In order to get a more complete comprehension of the results obtained from Part I of the examination, it is necessary to observe a tabulation of the average total scores of students on the combined four divisions of the examination. Tables XII, XIII, and XIV as presented below record the total scores for the year 1928-1929, for the year 1929-1930, and for the two years combined. In addition to showing the total scores, the tables reveal the average scores, the



highest and lowest scores, and the number of students failing and passing.

TABLE XII

General Scores for the Year 1928-1929 (Part I of the Examination)

Students	Total of scores	Average of score	Median of score	Mode of score	Highest score	Lowest score	Number passing	Number failing
346 girls .....	24,230	70.02						
654 boys .....	39,918	61.03						
1000 girls and boys .....	64,148	64.14	64	63	97	24	612	388

TABLE XIII

General Scores for the Year 1929-1930 (Part I of the Examination)

Students	Total of scores	Average of score	Median of score	Mode of score	Highest score	Lowest score	Number passing	Number failing
348 girls .....	20,579	59.13						
652 boys .....	33,696	51.68						
1000 girls and boys .....	54,275	54.27	54	53	92	14	377	623

TABLE XIV

General Scores for the Combined Years 1928-1929 and 1929-1930  
(Part I of the Examination)

Students	Total of scores	Average of score	Median of score	Mode of score	Highest score	Lowest score	Number passing	Number failing
694 girls .....	44,809	64.56						
1306 boys .....	73,614	56.37						
2000 girls and boys .....	118,423	59.21	59	56	97	14	989	1011

The total of scores as presented in Tables XII, XIII, and XIV represents the sum of the scores made on the four

divisions of the objective test: Spelling, Punctuation, Grammar, Sentence Sense or Sentence Structure. Each of these divisions has 25 as the highest possible score; the perfect score for the entire test is 100. The average of scores is the figures obtained by dividing the total of scores by the number of students whose scores are included. The median of scores is the number representing the middle point in a scale of the separate scores ranged in ascending order; the mode is the score occurring most frequently in the scale; the lowest grade is that one at the top. The passing grade was set at 60. All scores below 60 were considered failures.

Part II of the freshman English examination consists of a theme, the grade on which is indicated by a letter. *A* represents the highest grade, *F* the lowest. *D* is considered as the lowest passing grade; all letters below *D* indicate failure. Table XV gives the theme grades for both 1928-1929 and 1929-1930, and indicates the number of students making the grades. The table also gives the number of students failing and passing.

TABLE XV

General Scores on Part II of the Freshman Examination in English.  
*Passing Grades*

Grade	Number students in 1928-1929	Number students 1929-1930	Number students in 1928-1929 and 1929-1930
A	10	1	11
A—	15	4	19
B+	28	26	54
B	78	92	170
B—	64	55	119
C+	71	76	147
C	156	175	331
C—	121	70	191
D+	63	68	131
D	167	171	338
D—	90	78	168
Total no. passing	863	825	1688
<i>Below Passing</i>			
E	88	81	169
E—	2	11	13
F	47	83	130
Total no. failing	137	175	312

CONCLUSIONS BASED UPON THE FINDINGS FROM  
THE OBJECTIVE TESTS AS A WHOLE

1. The girls rank higher than the boys in each division.
2. There is less difference between the scores of boys and girls in Spelling than in any other division.
3. There is a greater difference between the scores of boys and girls in Grammar than in any other part of the examination.
4. The average score in Spelling is higher than the average score in any other division.
5. The average score in Grammar is lower than the average score in any other division.
6. The average scores for 1929-1930 are lower than those of 1928-1929 in every division except Grammar.
7. The content of (d) division of the 1928-1929 and the 1929-1930 examinations not being parallel, the divisions were not averaged together.
8. There is considerable difference between the averages for 1928-1929 and 1929-1930, those for the latter year being notably lower. The median grade for 1929-1930 is ten points lower than the median grade for 1928-1929. The number of failures in 1929-1930 almost doubles the number of failures in 1928-1929.
9. The objective tests in 1929-1930 necessitated the exercise of reason and judgment rather than of pure recall.
10. Granting the reasonableness of the examination questions as a whole, the scores are alarmingly low.

CONCLUSIONS BASED ON THE RESULTS IN SPELLING  
IN THE OBJECTIVE TESTS AND THEMES

1. The number of misspelled words per person in the tests is much greater than the number missed per person in the themes. The average of misspelled words in the themes is more than 2 words per person who misspelled.
2. Approximately 880 students did not misspell any words in their themes.
3. Some of the words missed most consistently on the objective tests were not popularly used, and consequently not often misspelled in the themes.
4. The confusion of 'to' and 'too' represents 53 of the spelling errors in the themes. 'Received' was misspelled 30 times in the themes, but the word does not occur in the objective tests. 'Existence,' the word missed 710 times on the objective tests, was missed only 6 times in the themes.

5. Comparatively few students can quote clearly one spelling rule.

6. The majority of students have a dependable phonetic basis for spelling.

7. Many spelling errors are undoubtedly due to haste in writing.

#### CONCLUSIONS BASED ON THE PUNCTUATION DIFFICULTIES IN THE OBJECTIVE TESTS AND THEMES

1. The principles of punctuation that govern the typical writing of freshmen can be reduced to practically a dozen.

2. Students tend to make the same errors in their own writing that they make in punctuating the discourse of others.

3. The tendency is to omit necessary marks of punctuation rather than to insert superfluous marks.

#### CONCLUSIONS BASED ON THE SHOWINGS IN GRAMMAR IN THE OBJECTIVE TESTS AND THEMES

1. The majority of students do not know the parts of speech by name and function.

2. More than half of the students are unable to recognize clauses and phrases and to name their functions in sentences.

3. Whereas the objective tests reveal conspicuous deficiency in formation of the principal parts of verbs, the errors made in principal parts in the themes are comparatively few.

4. Errors in pronoun case forms are relatively few; but the reference and agreement of pronouns comprise a large part of the grammatical difficulties.

#### CONCLUSIONS BASED ON SHOWINGS IN SENTENCE STRUCTURE IN THE OBJECTIVE TESTS AND THEMES

1. The structure of sentences in many cases is rendered awkward and illogical by inadequate vocabulary.

2. The objective tests reveal the inability of a majority of students to name technically the structural errors in a given exercise of faulty sentences.

3. The theme papers as a whole contain numerous examples of all varieties of misconstructured sentences. There are frequent commissions of such errors as the run-on sentence; run-together sentences; sentences lacking unity,

balance, logic, proper subordination or coördination, and coherence.

4. The tendency is to use sentences of simple construction.

#### SOME GENERAL CONCLUSIONS FROM THE TESTS AS A WHOLE

The first conclusion to be drawn from an analysis of the freshman English test of 1928-1929 and 1929-1930 is that the tests themselves are worth while in revealing certain knowledges and practices of the students.

Second, the study of the findings from these tests is worth while; in the hands of intelligent teachers of high-school English it would point the way to some definite teaching measures.

Third, much credit is due the secondary schools for the progress already made in the raising of standards in English. To the faithful work of conscientious teachers may be attributed the permanent minimization of certain language errors.

*Fourth, students make a conspicuously better showing on tests permitting the play of memory or instinctive response than on tests necessitating technical judgment or reasoning.*

Fifth, difficulties as revealed on the objective tests tally strikingly with those disclosed by the themes.

Sixth, as a rule students of freshman rank write very simply; they use relatively few of the complex principles treated in many text-books.

*Seventh, there is evidence of much half-learning, indicating lack of thoroughness in drill.*

Eighth, while a correlation figure is not available, the scores of students on the objective tests and on the themes show a strong tendency on the part of the student who ranks well in one to rank well in the other. Also there is a strong tendency toward identity of the types of errors made on both parts of the tests.

Ninth, there is a wide range of abilities in the students.

Tenth, there are many errors which many students make in common.

*Eleventh, general weakness in vocabulary is evident. Dependence upon slang or trite phrases is common, but the chief difficulty lies in inadequate command of forceful words and their synonyms, showing a lack of wide reading in good books.*

Twelfth, it is interesting to note that each paper represents a whole-hearted attempt on the part of the student. With very few exceptions, each student, regardless of how inadequate he felt his knowledge to be, made a conscientious effort to answer every question in the objective tests. In most cases, the printed instructions were carefully followed; there were few instances of hopeless illegibility; there were no evasive tricks to cause misinterpretation.

## PART TWO

A REPORT OF THE COMMITTEE ON CLASSIFICA-  
TION OF FRESHMEN IN ENGLISH AT THE  
UNIVERSITY OF TEXAS





# CHAPTER I

## RESULTS OF THE CLASSIFICATION TESTS FOR 1928, 1929, 1930

SCHOOL	Number of Students			Number Failing Test			Number Failing Theme			Number Failing One and Passing the Other			Number Failing Both		
	1928	1929	1930	1928	1929	1930	1928	1929	1930	1928	1929	1930	1928	1929	1930
Abilene .....	3	6	9	0	4	5	0	1	3	0	2	4	0	1	2
Albany .....	3	1	3	1	1	2	0	0	1	1	1	1	0	0	1
Alice .....			1			1			1			0			1
Alief .....			1			1			0			1			0
Alpine .....	1			1			0			1			0		
Alta Loma .....			1			0			1			1			0
Alvarado .....		1			0			0			0				
Alvin .....	1	6	4	0	0	4	0	1	0	0	1	4	0	0	0
Amarillo .....	9	5	2	1	1	0	1	0	0	2	1	0	0	0	0
Angleton .....	1	3		0	1		0	0		0	1		0	0	
Anson .....	1	1	3	1	1	3	0	1	0	1	0	3	0	1	0
Arlington .....		3			0			0			0			0	
Athens .....	1	1	4	0	0	3	0	0	2	0	0	1	0	0	2
Austin .....	169	173	141	42	37	55	23	27	20	43	44	43	11	10	6
Baird .....			2			1			0			1			0
Ballinger .....	4	1	1	2	0	1	2	0	0	2	0	1	1	0	0
Bardwell .....		2			2			2			0			2	
Bartlett .....	7	3		3	1		3	1		2	0		2	1	
Bastrop .....	5		6	4		4	3		2	1		4	3		1
Bay City .....		3	4		3	4		2	2		1	2		2	2
Beaumont .....	8	7	3	3	3	0	1	2	0	4	1	0	0	2	0
Beeville .....	1	6	11	1	2	5	0	0	2	1	2	3	0	0	2
Bellville .....	1	3	5	0	0	1	0	0	0	0	0	1	0	0	0
Belton .....		5	2		3	1		0	0		3	1		0	0
Bessman .....	1			1			0			1			0		
Big Spring .....	1		3	0		1	0		0	0		1	0		0
Bishop .....			1			1			0			1			0
Blooming Grove .....		1			1			0			1			0	
Bonham .....	5	5		0	1		0	0		0	1		0	0	
Bowie .....	1			0			0			0			0		
Boyd .....			1			1			1			0			1
Bracketville .....			1			1			0			1			0
Brady .....	4			0			1			1			0		
Breckenridge .....	1	1		1	1		0	0		1	1		0	0	
Brenham .....	2	4		1	1		1	0		0	1		1	0	
Brownsville .....	2	1		0	1		0	0		0	1		0	0	
Brownwood .....	1	3	2	1	2	1	0	0	2	1	2	1	0	0	1
Bruceville Eddy .....			2			1			1			0			1
Bryan .....	5	3	1	0	1	0	0	0	0	0	1	0	0	0	0
Buckholts .....			1			1			0			1			0
Buda .....			2			2			1			1			1
Buna .....	1			1			1			0			1		
Burkburnett .....	1			0			0			0			0		
Byers .....	1			0			0			0			0		
Caldwell .....	4	4		3	3		2	1		0	2			2	1
Calvert .....			1			0			0			0			0
Cameron .....	5	8	11	1	0	6	1	0	2	2	0	6	0	0	1
Canadian .....	3			2			1			1			1		
Carrizo Springs .....	1	1	1	1	0	1	0	0	0	1	0	1	0	0	0

## CHAPTER I—(Continued)

## RESULTS OF THE CLASSIFICATION TESTS FOR 1928, 1929, 1930

SCHOOL	Number of Students			Number Failing Test			Number Failing Theme			Number Failing One and Passing the Other			Number Failing Both		
	1928	1929	1930	1928	1929	1930	1928	1929	1930	1928	1929	1930	1928	1929	1930
Carthage .....	1	3	2	0	2	2	0	1	0	0	3	1	0	0	1
Cedar Bayou ..			1			0			0			0			0
Celina .....		3	1		2	1		1	1		3	0		0	1
Center .....	4	2		3	0		0	0		0	3		0	0	
Cherokee .....			1			1			1			0			1
Chico .....			1			0			0			0			0
Childress .....	7			0			0			0			0		
Chilton .....			1			1			0			1			0
Christoval .....	1			0			0			0			0		
Cisco .....	1	4	3	0	1	2	0	1	0	0	4	2	0	0	0
Clarendon .....	2			0			1			1			0		
Clarksville .....		2			1			0			1			0	
Cleburne .....	7	5	4	1	1	1	1	1	0	0	0	1	1	1	0
Cleveland .....	1			0			0			0			0		
Clifton .....	1			0			0			0			0		
Coleman .....	2	3	9		0	3	0	0	0	1	0	3	0	0	0
Colorado .....	2		3			3	0		0			3	0		0
Columbus .....	1	1	2	0	0	1	0	0	0	0	0	1	0	0	0
Comanche .....	3	3	2	0	0	1	1	0	1	1	0	0	0	0	1
Comfort .....		1			0			1			1			0	
Coolidge .....	1	1	2	0	1	1	0	0	0	0	1	1	0	0	0
Corpus Christi ..	7	5	4	1	2	0	1	1	0	2	1	0	0	1	0
Corsicana .....	6	7	12	1	1	2	0	1	3	1	0	3	0	1	1
Cotulla .....	1		1	0		1	0		0	0		1	0		0
Crockett .....	4	3	2	2	0	2	0	0	1	2	0	1	0	0	1
Crosby .....			1			1			1			0			1
Cross Plains .....		2	1		2	1			0	1		2	0		1
Crystal City .....			2			2			1			1			1
Cuero .....	7	7	3	2	2	1	1	0	0	1	2	1	1	0	0
Daingerfield .....	3	1	2	1	0	2	1	1	1	2	1	1	0	0	1
Daisetta .....		1			0			0			0			0	
Dalhart .....	1			0			0			0			0		
Dallas .....	42	55	66	12	13	23	5	11	4	11	21	21	3	3	4
Dana Park .....	1			0			0			0			0		
De Leon .....		1	1		0	1		0	0		0	1		0	0
Del Rio .....	3	7	6	1	1	3	1	1	2	0	2	3	1	0	1
Denison .....	4		1	3		1	1		0	4		1	0		0
Denton .....	2	4	1	1	3	0	1	1	0	0	2	0	1	1	0
Desdemona .....	2			0			0			0			0		
Devine .....	1		1	0		0	0		0	0		0			0
Diboll .....	1			0			0			0			0		
Dickinson .....	1	1		1	1		0	0		1	1		0	0	
Donna .....	1	1		0	1		0	0		0	1		0	0	
Dublin .....	1	1		1	1		0	0		1	1		0	0	
Eagle Lake .....	1		2	1		1	0		0	1		1	0		0
Eagle Pass .....	3	6	3	0	2	0	0	0	1	0	2	1	0	0	0
Eastland .....	3	3		0	1		1	1		1	0		0	1	
Edinburg .....	1		1	1		1	0		0	1		1	0		0
Edna .....	3	4	2	0	0	0	1	0	0	1	0	0	0	0	0
El Campo .....	2	2	2	0	1	2	0	1	0	0	0	2	0	1	0

CHAPTER I—(Continued)

RESULTS OF THE CLASSIFICATION TESTS FOR 1928, 1929, 1930

SCHOOL	Number of Students			Number Failing Test			Number Failing Theme			Number Failing One and Passing the Other			Both Number Failing		
	1928	1929	1930	1928	1929	1930	1928	1929	1930	1928	1929	1930	1928	1929	1930
El Dorado .....	1		1	0		1	0		0	0		1	0		0
Electra .....	6	2		2	1		1	0		1	1		1	0	
Elgin .....	5		3	1		2	0		0	1		2	0		0
El Paso .....	6	12	6	3	5	3	3	2	1	2	5	3	2	1	1
Ennis .....	5	6	2	1	3	0	1	1	0	2	2	0	0	0	0
Estelline .....	1		1	0		0	0		0	0		0	0		0
Falfurias .....	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Farmersville .....		3			2			0			2			0	
Farwell .....	1	1		0	0		0	0		0	0		0	0	
Flatonia .....	1			1			0			1			0		
Florence .....	1			0			1						0		
Floresville .....	5	2	3	1	0	1	1	1	0	0	1	1	1	0	0
Floydada .....	2	3		1	1		0	1		1	2		0	0	
Follet .....		1	1	0		1		0	0		0	1		0	0
Fort Stockton ..		4			3			0			0			0	
Fort Worth .....	23	21	10	10	7	0	5	3	2	9	5	2	3	3	0
Francitas .....	1			0			0			0			0		
Franklin .....	3	3	3	2	3	0	0	2	0	2	1	0	0	2	0
Fredericksburg ..	4	9	3	2	2	2	2	1	0	2	3	2	1	0	0
Freeport .....	4	1	2	2	1	1	0	0	0	2	1	1	0	0	0
Frisco .....			1			1			0			1			0
Frost .....	1			1			0			1			0		
Gainesville .....	2		1	0		1	1		0			1	0		0
Galveston .....	16	27	31	3	8	12	0	1	2	3	7	14	0	1	0
Ganado .....	1			0			0			0			0		
Gatesville .....	4	3	2	2	3	2	0	1	1	2	2	1	0	1	1
Georgetown .....	5	1	1	3	1	1	2	0	0	3	1	1	1	0	0
Giddings .....	2	1	2	1	0	0	0	0	0	1	0	0	0	0	0
Gilmer .....	6	2	2	1	0	1	0	0	2	1	0	1	0	0	1
Goldthwaite .....	3			2			1			1			1		
Goliad .....	1	3	1	1	1	1	0	1	0	1	0	1	0	1	0
Gonzales .....	2	5	5	1	1	1	1	1	0	0	0	1	1	1	0
Goose Creek .....	1	5	1	0	2	1	0	0	0	0	2	1	0	0	0
Gorman .....			1			1			1			0			1
Govalle .....	1			1			0			1			0		
Graham .....	2	0	5	0	0	2	0	0	1	0	0	1	0	0	1
Grapevine .....	1			0			1			1			0		
Grand Prairie .....	1		1			1	0		0	1		1	0		0
Granger .....	3	4	2	1	2	1	1	0	0	2	2	1	0	0	0
Greenville .....	4	2	1	2	2	1	1	1	1	1	1	0	1	1	1
Groesbeck .....	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0
Groom .....	1		2	0		1	0		0	0		1	0		0
Grove Creek .....	1			0			0			0			0		
Groveton .....	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Gulf .....	1	1		0	0		0	0		0	0		0	0	
Hale Center .....	1	2		1	1		0	0		1	1		0	0	
Hallettsville .....	4		1	2		0	1		0	3		0	0		0
Hamlin .....		1			1			1			0			1	
Hamilton .....	1		1	0		1	0		0	0		1	0		0
Handley .....	1			1			1			0			1		

## CHAPTER I—(Continued)

## RESULTS OF THE CLASSIFICATION TESTS FOR 1928, 1929, 1930

SCHOOL	Number of Students			Number Failing Test			Number Failing Theme			Number Failing One and Passing the Other			Number Failing Both		
	1928	1929	1930	1928	1929	1930	1928	1929	1930	1928	1929	1930	1928	1929	1930
Harlandale .....	1			1			0			1			0		
Harlingen .....	1	5	4	1	3	2	0	1	0	1	2	2	0	1	0
Harrold .....	1			1			1			0			1		
Haskell .....	2		1	0		1	0		0	0		1	0		0
Hearne .....	4	2		1	0		0	0		1	0		0	0	
Hemphill .....		2			1			0			1			0	
Hempstead .....	2	1	1	2	1	0	1	0	0	1	0	0	1	1	0
Henderson .....	3		4	2		1	0		1	2		0	0		1
Henrietta .....	1	3	1	0	1	0	0	0	0	0	1	0	0	0	0
Hereford .....	1	1	4	0	1	4	0	0	2	0	1	2	0	0	2
Hico .....	2	1		1	1		0	1		1	0		0	1	
Hillsboro .....	1	1		0	0		0	0		0	0		0	0	
Holland .....			1			1			0			1			0
Hondo .....	1		2	0		1	0		0	0		1	0		0
Houston .....	43	46	35	20	14	24	7	5	11	21	11	15	4	3	10
Howe .....	1			0			0			0			0		
Hubbard .....	4	1	2	0	1	1	0	0	0	0	1	1	0	0	0
Hull-Daisetta .....			1			1			0			1			0
Humble .....			3			2			0			1			0
Huntsville .....			1			0			0			0			0
Hutto .....	1	5	3	1	2	2	0	2	1	1	0	1	0	2	1
Iowa Park .....	2			1			0			1			0		
Itasca .....	1			0			0			0			0		
Jacksboro .....		1			1			0			1			0	
Jacksonville .....	1		2	0		2	0		0	0		2	0		0
Jasper .....	2	2	1	1	1	1	0	0	1	1	1	0	0	0	1
Jefferson .....	2	1	1	0	1	1	0	1	0	0	0	1	0	0	0
Jenk .....		1			0			0			0			0	
Jewett .....	1			0			0			0			0		
Jourdantown .....		1	1		0	1		0	0		0	1		0	0
Julia .....	1			1			0			1			0		
Junction .....	1		2	0		2	0		0	0		2	0		0
Karnes City .....	1	1	1	1	0	1	1	0	1	0	0	0	1	0	1
Kaufman .....	2	1		1	1		0	0		1	0		0	1	
Kemp .....	2			1			0			1			0		
Kennedy .....	5	3	5	2	2	3	3	0	0	3	2	3	1	0	0
Kerens .....	1	1		0	0		0	0		0	0		0	0	
Kerrville .....	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Killee .....		1			0			0			0			0	
Killeen .....	2	1	1	0	0	0	0	1	0	0	1	0	0	0	0
Kingsville .....	3	1	1	1	1	1	1	1	1	2	0	0	0	1	1
Kirbyville .....	1		5	0		4	0		0	0		4	0		0
Kountze .....			2			2			0			2			0
Kyle .....	1	1		0	0		0	0		0	0		0	0	
La Feria .....	1	3		1	1		1	0		0	1		1	0	
La Grange .....	2	2	1	1	0	1	1	0	0	0	0	1	1	0	0
Lampasas .....	4	2	3	1	0	2	0	1	0	1	1	2	0	0	0
Laredo .....	5	1	6	2	0	0	0	0	0	2	0	0	0	0	0
League City .....	1			0			0			0			0		
Leander .....	1			0			0			0			0		

CHAPTER I—(Continued)

RESULTS OF THE CLASSIFICATION TESTS FOR 1928, 1929, 1930

SCHOOL	Number of Students			Number Failing Test			Number Failing Theme			Number Failing One and Passing the Other			Number Failing Both		
	1928	1929	1930	1928	1929	1930	1928	1929	1930	1928	1929	1930	1928	1929	1930
Leonard			1			1			0			1			0
Lewisville	1			0			0			0			0		
Liberty	1	1	4	1	0	3	0	0	3	1	0	1	0	0	3
Liberty Hill	2	1		1	1		0	1		1	0		0	1	
Livingston	2		1	1		0	2		0	1		0	1		0
Clano	4	5	3	3	1	2	1	1	1	2	2	2	2	0	0
Lockhart	13	12	3	5	1	3	2	7	1	3	1	2	2	1	1
Longview	2		3	1		1	1		1	0		0	1		1
Loraine	1			1			0			1			0		
Lorena	1			0			0			0			0		
Lott		2			0			0			0			0	
Lubbock	1			1			0			0			0		
Lufkin	4	3	4	3	0	3	0	0	1	3	0	0	0	0	1
Luling		3	2	1		1		0	1		1	0		0	1
Lyford			3			1			0			1			0
Lytton Springs	1	3		1	0		0	0		1	0		0	0	
McAllen	3	2	4	3	1	2	3	1	1	0	0	1	3	1	1
McCamy		2			1			0			2			0	
McGregor	1	2	3	0	1	2	0	0	0	0	1	1	0	0	0
McKinney	2	2	2	1	0	0	1	0	1	0	0	1	1	0	0
McLean	2			2			1			1			1		
Madisonville	2	1		0	0		0	0		0	0		0	0	
Marble Falls	2	3	1	0	1	0	1	0	0	1	1	0	0	0	0
Marfa	2	1	1	0	0	1	1	0	1	1	0	0	0	0	1
Marlin	4	4	5	1	1	3	0	1	2	1	0	1	0	1	2
Marshall	4	5	1	0	1	0	1	1	0	1	0	1	0	1	0
Mart	5			4			0			4			0		
Mason	2			1			1			2			0		
Mathis			2			1			0			1			0
Memphis	2	1	1	2	1	0	2	1	0	0	0	0	2	1	0
Mercedes	4	2	4	3	0	0	1	0	0	2	0	0	1	0	0
Meridian	2		3	1		2	1		0	0		2	1		0
Merkel	1	1	2	1	0	1	0	0	1	1	0	0	0	0	1
Mexia	2	3		0	1		0	2		0	1		0	1	
Miami		1			1			0			1			0	
Midland	6	2	1	4	2	0	3	0	1	3	2	1	2	0	0
Midlothian	1			1			1			0			1		
Mineral Wells	5		4	4		3	1		0	3		3	1		0
Mission	4	5	4	1	0	2	0	2	1	1	2	1	0	0	1
Moody			2			2			1			1			1
Mount Calm	1	1		1	0		1	1		0	1		1	0	
Mount Pleasant	3	3	1	3	1	0	2	0	0	1	1	0	2	0	0
Munday	1	3		0	1		0	0		0	1		0	0	
Nacogdoches	1	2		0	1		1	1		1	0		0	1	
Naples		1	4			3			0		0	1		1	0
Navasota	3	3		0	2		0	2		0	0		0	2	
Nevada			1			0			0			0			0
New Braunfels	1	3	1	0	0	1	0	0	1	0	0	0	0	0	1
Nixon		1	2		1	1		1	0		0	1		1	0
Nocona			1			1			1			0			1
Normangee		1	1		0	1		0	0		0	1		0	0

## CHAPTER I—(Continued)

## RESULTS OF THE CLASSIFICATION TESTS FOR 1928, 1929, 1930

SCHOOL	Number of Students			Number Failing Test			Number Failing Theme			Number Failing One and Passing the Other			Number Failing Both		
	1928	1929	1930	1928	1929	1930	1928	1929	1930	1928	1929	1930	1928	1929	1930
Odem .....	1			1			1			0			1		
Odessa .....			1			1			1			0			1
Oenaville .....		1			1			0			1			0	
Oklauion .....			1			0			0			0			0
Olney .....			1			1			1			0			1
Orange .....	3	2	5	2	0	1	0	0	0	2	0	1	0	0	0
Ozona .....		1			1				0		0			0	
Palacios .....	4	2		1	0		0	0		1	1		0	0	
Palestine .....	11	3	9	3	1	6	2	0	1	3	1	5	1	0	1
Pampa .....	2			1			1			0			1		
Panhandle .....	2	2	1	1	2	1	1	0	0	0	2	1	1	0	0
Paris .....	1	5	1	1	1	1	1	1	0	0	2	1	1	0	0
Pasadena .....	1			0			0			0			0		
Pearsall .....	3	4	1	1	2	1	1	0	0	0	2	1	1	0	0
Pecos .....	2	3	3	2	1	2	1	0	1	1	1	0	1	0	1
Perryton .....	1	2		1	1		0	0		1	1		0	0	
Petrolia .....		1	1		1	0		0	0		1	0		0	0
Pflugerville .....	1			0			0			0			0		
Pharr .....	1	1	1	0	0	0	0	0	1	0	0	1	0	0	0
Pilot Point .....			1		1				0			1			0
Pineland .....	1		1	0			0		0	0		0	0		0
Plainview .....	1	2	3	1	1	3	0	0	0	1	1	3	0	0	0
Plano .....		1			1			0			1			0	
Pleasanton .....		2			0			0			0			0	
Port Arthur .....	10	9	5	6	6	4	1	2	2	5	4	2	1	2	2
Port Lavaca .....	2	1	2	1	0	1	1	0	1	0	0	0	1	0	1
Port Neches .....	1	1	1	1	1	0	0	0	1	1	1	1	0	0	0
Post .....	5	1	1	1	1	0	2	0	0	1	1	0	1	0	1
Poteet .....			1			0			1			1			0
Prairie View .....			1			0			0			0			0
Quanah .....		1	2		0	2		0	2		0	0		0	2
Raibe City .....	1			1			0			1			0		
Ralls .....		1	1		0	1		0	0		0	1		0	0
Ranger .....	1			1			1			0			1		
Rankin .....			3			2			1			1			1
Raymondville .....	0	1	2	0	0	1	0	1	0	0	0	1	0	0	0
Rice .....			1			1			0			1			0
Richland Springs .....			1			1			0			1			0
Richmond .....	3		1	3		1	1		0	2		1	1		0
Rising Star .....			1			1			0			1			0
Roaring Springs .....		2			1			0			1			0	
Robstown .....	3		1	2		1	2		0	0		1	2		0
Rockdale .....	1	2		0	0		0	0		0	0		0	0	
Rock Island .....	1			1			0			1			0		
Rockwall .....	1	3	1	0	1	1	0	0	1	0	1	0	0		1
Rogers .....		1	2		1	1		0	0		1	1		0	0
Rosebud .....		1	3		1	3		1	0		0	3		1	0
Rosenberg .....	4	3	1	1	2	0	0	0	0	1	2	0	0	0	0
Rotan .....		2			2			0			2			0	
Round Rock .....		3	2		2	2		1	1		1	1		1	1
Runge .....	5			2			1			1			1		

## CHAPTER I—(Continued)

## RESULTS OF THE CLASSIFICATION TESTS FOR 1928, 1929, 1930

SCHOOL	Number of Students			Number Failing Test			Number Failing Theme			Number Failing One and Passing the Other			Number Failing Both		
	1928	1929	1930	1928	1929	1930	1928	1929	1930	1928	1929	1930	1928	1929	1930
Rusk .....	2	2		1	0		1	1		0	1		1	0	
Sabinal .....	1	2	1	1	1	0	0	1	0	1	0	0	0	1	0
Sabine Pass .....	1		1	0		1	0		0	0		1	0		0
San Angelo .....	6	3	2	1	0	0	1	0	0	2	0	0	0	0	0
San Antonio .....	71	63	47	22	20	20	18	8	6	16	21	17	12	4	4
San Augustine .....	1			1			0			1			0		
San Benito .....	6		2	4		1	2		1	2		0	2		1
Sanderson .....			2			1			0			1			0
San Diego .....		1			0			0			0			0	
San Marcos .....		2	2		1	1		0	0		1	1		0	0
San Saba .....	3		3	3		2	0		1	3		2	0		0
Saratoga .....	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Schulenberg .....	4	2		4	2		3	0		1	2		3	0	
Sealy .....	3	1		1	1		0	1		1	0		0	1	
Seguin .....	4	5	3	2	1	2	1	1	3	1	2	1	1	0	2
Seymour .....	1	3	1	0	0	0	0	0	0	0	0	0	0	0	0
Shamrock .....	1			1			0			1			0		
Sharyland .....			1			1			0			1			0
Sherman .....	6	6	3	1	1	1	0	0	0	1	1	1	0	0	0
Shiner .....	1		2	0		1	0		0	0		1	0		0
Silsbee .....		1	2		0	1		0	0		0	1		0	0
Sinton .....	1	1	1	1	0	0	0	0	0	1	0	0	0	0	0
Smithville .....		5	4		1	3		1	0		2	3		0	0
Somerville .....	2	1	3	2	0	3	0	0	0	2	0	3	0	0	0
Sour Lake .....	2			1			1			0			1		
Stamford .....	3		1	1		0	1		0	2		0	0		0
Stephenville .....			1			1			1			0			1
Sterling City .....	1			0			0			0			0		
Stockdale .....	1			0			0			0			0		
Stuart Place .....		1			0			0			0			0	
Sugar Land .....		2	1		0	1		0	0		0	1		0	0
Sulphur Springs .....	3	3	2	2	2	0	0	2	0	2	0	0	0	2	0
Swan .....	1			1			0			1			0		
Sweetwater .....	7	4	2	2	1	1	1	1	0	1	0	1	1	1	0
Taft .....	3	1	4	2	0	4	1	0	0	1	0	4	1	0	0
Taylor .....	6	13	11	3	6	8	2	3	4	3	5	4	1	2	4
Teague .....	1	2		0	1		0	2		0	1		0	1	
Temple .....	5	2	3	2	2	0	0	1	0	2	0	0	1	0	0
Teneha .....		1			1			0			1			0	
Terrell .....	3		1	0		0	0		0	0		0	0		0
Texarkana .....			1			1			0			1			0
Texas City .....	2	2		0	1		0	2		0	1		0	1	
Texhoma .....		1			1			1			0			1	
Thorndale .....	1	3		0		1		0			0	1		0	0
Thornton .....			3			3			1			2			1
Throckmorton .....	1	1	1	0	0	1	0	0	1	0	0	0	0	0	1
Thurber .....	1	1		1	1		1	0		0	1		1	0	
Timpson .....		2			0			0			0			0	
Toyah .....		1			1			0			1			0	
Trenton .....		1			1			0			1			0	
Trinity .....	1	1	4	0	0	3	0	0	0	0	0	3	0	0	0

## CHAPTER I—(Continued)

## RESULTS OF THE CLASSIFICATION TESTS FOR 1928, 1929, 1930

SCHOOL	Number of Students			Number Failing Test			Number Failing Theme			Number Failing One and Passing the Other			Number Failing Both		
	1928	1929	1930	1928	1929	1930	1928	1929	1930	1928	1929	1930	1928	1929	1930
Troup .....			1			1			0			1			0
Troy .....		1	1		1	1		0	1		1	0		0	1
Tulia .....		2	3		0	3		0	1		0	2		0	1
Tuma Park .....	1			1			1			0			1		
Tyler .....	4		1	2		0	0		0	2		0	0		0
Uvalde .....	3	4	2	1	2	1	1	1	1	2	1	0	0	1	1
Valley Mills .....		1			1				0		1			0	
Vernon .....	1	4		0	0		0	0		0	0		0	0	
Victoria .....	1	2	3	0	1	3	0	1	2	0	0	1	0	1	2
Waco .....	10	13	15	6	4	9	2	0	2	4	4	6	2	0	2
Walnut Springs .....	1			0			0			0			0		
Waxahachie .....		3	2		2	1		0	0		2	1		0	0
Weatherford .....	1	1	1	1	0	1	1	1	0	0	1	1	1	0	0
Webster .....	1	1		0	0		0	0		0	0		0	0	
Weimar .....	2	5		1	1		0	0		1	1		0	0	
Wellington .....	1	3	1	1	2	0	1	1	0	0	1	0	1	1	0
Weslaco .....	1	1	1	1	0	1	0	0	1	1	0	0	0	0	1
West .....			2			0			0			0			0
West Columbia .....			1			0			0			0			0
Wharton .....	6	7	3	4	3	2	2	1	1	2	4	3	2	0	0
Wichita Falls .....	2	8	6	1	2	2	0	3	1	1	5	3	0	0	0
Wills Points .....	3	1	2	1	1	0	0	0	0	1	1	0	0	0	0
Winnsboro .....	2	3	1	0	0	0	0	0	0	0	0	0	0	0	0
Winters .....	1			1			1			0			1		
Woodville .....	1	2	1	0	1	0	0	1	0	0	0	0	0	1	0
Wortham .....	1		1	0		1	0		0	0		1	0		0
Yoakum .....	3	2	7	0	1	2	2	1	2	2	2	0	0	0	2
Yorktown .....	4	1	2	0	1	0	0	0	1	0	1	1	0	0	0
Individual															
Approval .....	30	18	12	22	10	11	10	6	6	12	4	5	10	6	6
Private Schools .....	69	44	39	31	19	27	14	9	12	23	14	14	11	7	12
Out-of-State															
Schools .....	85	109	120	40	45	74	22	54	35	28	32	42	17	22	37
State Secondary															
Schools .....		9	7		1	3		1	2		2	1		0	2

## TOTALS

	1928	1929	1930
Number of students.....	1,178	1,179	1,067
Number failing test.....	448	391*	558
Percentage .....	38.03	33.16	52.53
Number failing the essay.....	226	221	208
Percentage .....	19.18	19.18	19.49
Number failing one and passing the other.....	368	343	396
Percentage .....	31.24	29.09	37.11
Number failing both.....	153	122	181
Percentage .....	12.98	10.34	16.96

\*The number of students failing to make 50 on the test. The number of students making between 50 and 59 was 256. Thus the number of students failing the test (with 60 as the passing grade) was 647, or 54.8 per cent.



## CHAPTER II

### A GENERAL REPORT OF THE CONDUCT OF THE ZERO ENGLISH SECTIONS AT THE UNIVERSITY OF TEXAS, 1927-1930

Zero English, the non-credit course for freshmen found "notably deficient in grammar or other fundamentals of clear writing," was established in the fall of 1927.

The procedure in setting up the sections in Zero English is described by Dr. David Lee Clark in his Report of the Committee on Classification of Freshmen in English for 1928:

The student's preparation is tested by a uniform examination, reasonably difficult, with emphasis on spelling, practical grammar, punctuation, and sentence-sense. The ability of the student to do work of college calibre is further tested by an essay. The examination and the essay are considered of about equal value in determining the student's standing. The committee classifies the students into three groups: (1) those who pass both creditably; (2) those who pass one and fail the other—this group being designated the "doubtful group"; and (3) those who fail both. Students in the last group are put at once into Zero English. Records of students in group two are once more carefully examined, and the very worst failures are sent to the non-credit (Zero) course. This step is taken only after the committee's judgment is confirmed by the student's instructor. The method of selection for the Zero course is given in detail to show that the committee is after all quite lenient. Furthermore, classification is not rigid, and the committee exercises the right to make amends for positive errors in grouping the students.

The Zero English sections were temporarily discontinued after three years.

#### STATISTICS OF THE ZERO ENGLISH SECTIONS

	1927	1928	1929
Number of sections .....	6	8	5
Number of students .....	130	195	120
Number of students passing the course . .	64 <sup>2</sup>	78 <sup>3</sup>	69 <sup>4</sup>
Number of students failing the course <sup>1</sup> . .	66	117	51

<sup>1</sup>Including students withdrawing from The University or dropping the course.

<sup>2</sup>Of these 64, 39 passed English Ia the next semester. Thus 30 per cent of the original 130 finally received credit for English Ia.

<sup>3</sup>Of these 78, 31 passed English Ia the next semester. Thus 16 per cent of the original 195 finally received credit for English Ia.

<sup>4</sup>The number of this group finally passing English Ia is not known at this time.

## CHAPTER III

### WHAT HAS BEEN ACCOMPLISHED

What has been accomplished through the uniform classification tests and the establishment of the Zero English sections?

1. A few students who would have been forced to withdraw from the University as failures were given a second chance and passed their freshman English courses.

2. The regular freshmen English sections were relieved of at least a part of the burden of ill-prepared students and were to that extent enabled to do better work.

3. The tests have revealed to both the University and the high-school teachers what are the deficiencies of the high-school graduates, and thus both groups of teachers are in a position to devise plans for the removal of the deficiencies.

4. An increasing number of high schools, manifesting an admirable spirit of coöperation, are endeavoring to remedy what is admittedly a regrettable situation, by setting up classes in corrective English in the senior year, by giving more attention to composition work in the last years of high school, by giving continuous attention to grammar in their English courses, and by exercising greater care in passing students from grade to grade and to graduation.

5. A number of junior and senior colleges in the State have instituted testing programs for their freshmen and have set up classes similar to the Zero classes of the University.

## CHAPTER IV

### SUGGESTIONS

Space forbids a full discussion of the causes and the remedies for the glaring inability of the student to use his mother tongue. Suggestions only can be made. The teacher should :

- (a) Disabuse the student's mind of the idea that spelling is a matter of "native" gift. He should be taught that spelling can be learned (1) by careful enunciation and pronunciation, (2) by thoughtful observation of the formation of the word and (3) by learning and applying useful rules.
- (b) Teach that punctuation is, generally, exact and logical, that its sole purpose is the interpretation of the sentence. Do not have them memorize rules; but have them learn the elements of the sentence, the relation of its parts—and punctuation will "learn itself."
- (c) Urge the need of grammar—plain, practical grammar in abundance but grammar learned in practice, not by rote or rule. The Committee would like to go on record as strongly opposed to the concentration of the teaching of grammar in a single grade with a book devoted to grammar exclusively. Grammar should be taught continuously throughout the secondary-school course as a handmaiden to composition.
- (d) Require themes frequently throughout the four years in high school. At least one short paper should be prepared each week and carefully corrected and returned to the pupil. Some papers should be written in class. Occasionally, pupils should be allowed to correct each other's work.

As freshman English at The University of Texas is a course primarily in theme-writing, and as reasonable correctness in spelling, grammar, and punctuation is expected of each student at the beginning of the course, the Committee in Charge of Zero English strongly urges that all principals and teachers of English throughout the State advise students planning to enter the University to master

these elements of theme-work. It is further urged that a rigid checking-up of juniors and seniors in our secondary schools should be undertaken to the end that those who are clearly not of college calibre should be warned of dangers ahead. There are more than 200 students entering the University each year who are unable to carry on. It would be fortunate for them and the University alike could they be "found" before they reach Austin. What an enormous expense would be saved to them! And more important, the stigma of failure would not hound them through life.

The Committee stands ready and willing to advise with principals and teachers of English in regard to these very important problems. Such intercourse, we believe, will be mutually beneficial.

*David Lee Clark,*

*J. L. Neu,*

For the Committee on Classification  
of Freshmen in English

**APPENDIX A**  
**FRESHMAN ENGLISH TEST**

September 29, 1930

Total of Grades.....

.....,  
(Print last name)                      (Print first name)

I have a diploma from .....  
(Print name and place of school and state)

If you were admitted on individual approval, place an X here.....

My home address is.....  
(Print name of town and state)

I have studied.....years.  
(Name of foreign language)

**I. Spelling (15)**

**A. Dictation**

- |                |                  |                |
|----------------|------------------|----------------|
| 1. accommodate | 8. sandwich      | 15. parliament |
| 2. all right   | 9. disappoint    | 16. professor  |
| 3. committee   | 10. forty        | 17. parallel   |
| 4. business    | 11. height       | 18. lieutenant |
| 5. sophomore   | 12. embarrass    | 19. nickel     |
| 6. tragedy     | 13. laboratory   | 20. liquefy    |
| 7. February    | 14. occasionally |                |

**B. 1. Write after each of the following nouns its plural form:**

- hero*                      *alley*
2. Write the past tense of *occur*.
  3. Write the present participle of *come*.
  4. Write the possessive form of *it*.

Spelling grade.....

**II. Punctuation (25)**

In the following sentences insert the necessary marks of punctuation:

1. Two of my teachers are PhDs
2. Austin the capital of Texas is a city of some 50,000 inhabitants.
3. Pershing who played such an important part in the

World War celebrated his seventieth birthday just recently.

4. The students who take English 1 are required to write many themes.
5. I have read the following novels *The Mill on the Floss*, *A Tale of Two Cities*, and *Vanity Fair*.
6. If you see my brother tell him he is wanted at home.
7. He is a hard headed boy.
8. The first chapter in *College Composition* is entitled On Things in General.
9. I am fond of Dickens novels.
10. Its an ill wind that blows nobody any good.
11. I know that he will succeed for he has worked very hard.
12. He calls his town Mayopolis his wife, however, calls it Maybe.
13. After eating the cat lay down to sleep.
14. However wrong he was he refused to admit it.
15. The kind old man died last week.
16. He is an earnest faithful student.
17. You have deceived me, cried my father.
18. Have you read Galsworthy's *The Forsyte Saga*?
19. The facts were these Tom went to class, Harry stayed at home, and I visited the Dean.
20. The rain fell all day it prevented our leaving the house.
21. He was born March 10 1872
22. The poet Byron was severely criticised by his own people.
23. Ever since he has devoted himself to his profession.
24. I read the book but I have forgotten its title.
25. The bell having rung we hurried to class.

Punctuation grade.....

### III. Grammar (30)

Directions 1, 2, and 3 refer to the following sentence:

He was disconcerted and suspicious, but when I explained that I had seen a smoke while on the hills, where I had gone to search for a curious blue flower which grew in such places, and had made my way to it to discover the cause, he recovered confidence and invited me to join him at his dinner of roast meat.

—W. H. Hudson, *Green Mansions*

1. Classify the sentence as simple, complex, compound, or compound-complex. (1)
2. (a) Name the subordinate (or dependent) clauses, (b) classify each as adjective, adverbial, or substantive

- (noun), and (c) give the function (use) of each clause. (12)
3. Point out (a) an adjective phrase, (b) an adverbial phrase, (c) a verb phrase in the preceding sentence.
- Adjective phrase—
  - Adverbial phrase—
  - Verb phrase— (3)
4. Give the principal parts of the following verbs:
- hurt*
  - bring*
  - swim*
  - begin*
  - lay* (5)
5. Strike out the incorrect forms of the italicized words in the following sentences:
- If you (*lie, lay*) in bed until nine o'clock, you will miss your train.
  - The poor fellow had (*drank, drunk*) far too much for his own good.
  - Mary plays (*like, as*) her teacher taught her to play.
  - He was late (*due to, on account of*) an accident.
  - He would have been pleased (*to see, to have seen*) you.
  - Let (*whoever, whomever*) will undertake the work have a liberal reward.
  - He may be coming (*most, almost*) any day.
  - Jennie knew it to be (*he, him*) by his step.
  - The teacher gave the book to John and (*I, me, myself*). (9)

#### IV. Sentence Structure (30)

The sentences below are incorrect.

- Using the following list of errors, place in the margin opposite each sentence the number that indicates the error.
  - Correct each sentence.
- Comma fault (blunder).
  - Sentence fragment (period fault).
  - Faulty (vague or ambiguous) reference of pronoun.
  - Lack of agreement between subject and predicate.
  - Dangling (hanging, unrelated) participial phrase.
  - Adjective used for adverb, or *vice versa*.
  - Wrong comparison.
  - Misplaced phrase.
  - Improper sequence (harmony) of tenses.
  - Double negative.

1. Senator Johnson fought the Parish proposal for limiting salaries to a finish.
2. I couldn't hardly breathe.
3. Standing on the deck of the ship, the Statue of Liberty was seen.
4. The farmer-boy likes to have winter come, it freezes up the ground so that he can't dig in it.
5. The principal recently had an interview with Muriel Armstrong's mother, whose work in mathematics had been unsatisfactory.
6. Neither Robert nor Charles were wholly to blame for the failure.
7. He read a most interesting story. Being an account of the California gold rush.
8. Coste landed safely in Dallas.
9. The University of Texas has more students than any school in the state.
10. Everyone of the boys were in favor of remaining all night.
11. He told his friend that the automobile has been standing in one place for two hours.
12. Alfred with his sister Mabel were waiting for the train.
13. I got the best radio set I could find, being equipped with four tubes and a loud speaker.
14. The woman sat on the edge of the road grieving at her wrecked car full of tears.
15. Henry told his father that he was going to receive a letter.

Sentence-structure grade .....

Write out the pledge and sign it.



## APPENDIX B

### SPECIMEN ESSAYS (THEMES)

The following essays were written by students, without previous preparation, during a recitation period of fifty-five minutes; they are representative of the work of freshmen of varying abilities.

This paper is representative of the work of freshmen who made the highest grades on the Objective Test.

#### MY OPINION OF JAZZ

Jazz is the music of the hour. It is what we may call an American institution, because popular demand makes it so. It has not supplanted the old and beautiful classics in the hearts of the people, but it has come to enrich and develop and exemplify the world of music, thus making song and harmony more appealing to the average music-lover.

Despite the belief of some few people, all our jazz does not come to us from the chants and dirges of primitive savages. Many of today's popular jazz songs have for their foundation some little composition of Chopin, Mendelssohn, or Tchaikowski. Our jazz is merely a continuation of these composers' works. True, it may be put in different order and different time; nevertheless, it still has the outline and background of the classic from which it comes.

Our jazz has a beauty and harmony all its own. It possesses the power to express human feelings and emotions of the average person through the medium of its notes. A musician who is trained can express his emotions through music, but the simplicity of jazz makes this expression possible to the average layman.

Some of the compositions of several years ago are still popular. Take the so-called "Mammy" songs; these pieces supply the need of something tangible to bring to us the realization of a mother's love. In spite of the fact that they are several years old, the public still demands more of these emotional appeals. To my mind, that is the secret of the success of Jazz; it supplies the wants of the public.

Jazz is neither immoral nor sacrilegious. It is merely the human expression of a soul in words of music, and so long as jazz continues to thus be the spring through which this expression flows, it is serving the purpose for which it was intended.

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The following paper is representative of the work of freshmen who made the highest grades on the Test.

## HOW I EARNED MY FIRST MONEY

I was but six years old when I was first seized with the idea of earning some money of my own. There seemed to be nothing difficult about it in my own mind; and as my older brothers were mowing lawns and doing chores and receiving remuneration for their work, I felt that I must also do a bit, and have some spending money of my own.

A good many times in the course of cutting and pasting paper dolls, I had found a use for paste, and my mother had taught me how to produce a glue by adding water to flour. The result was harmless but effective—several spots on the wall paper bore mute evidence of that fact. I reasoned that if I had a use for flour paste, other must; so I brewed a fresh batch, and with a broken cup full, I started down the street.

I knocked confidently at the first house on the main thoroughfare, and told the lady who came to the door that she could have as much flour paste as she wanted for the simple sum of one penny. I assured her that it was freshly made from pure flour and water from the faucet, but she said she did not need any, and I went to the next house. I was quite frightened by the woman in the next house. She told me to go straight home and that I would get a spanking for being on the street. That did not worry me, for I was sure I would not get a spanking because I was earning some money of my own. I had not told anyone at home that I was going, but I knew that nothing would harm me if I stayed on the side walk.

I went on from house to house but was met with constant rebuff. After I had gone five blocks on both sides of the street, and my paste had dried into a rubbery mass, and no one had bought any, I began to realize that there was not as great a demand for flour paste as I had expected. Besides, several other women had told me to go home, and dogs had run after me when I had gone into the yards, and there was little prospect of selling the paste; so I turned and started wearily homeward. I could not understand why people would not buy. I felt sure that the price was not too high, and I thought it was the best paste that I had ever made.

I was not a little tired as I went in and told my mother of the venture. She was very sympathetic, and I felt a lot better when she told me that she had needed some paste herself and bought my cupful and gave me a nickel and a kiss. I put it in my nickel bank and dreamed of the time when the little bank would be filled to the top and I would have a dollar all of my own.

I had set out to earn some money of my own; I had earned a nickel, and was satisfied.

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The following paper is representative of the work of freshmen who made average grades on the Test.

#### THE MOST ECCENTRIC PERSON I KNOW

One night at a party, we were entertained by a lady new to our vicinity. She was from Albany, New York and had come to spend her time in our city studying and writing plays.

She had been in the city only a week before we first saw her. The Master of Ceremonies announced that we had an artist in our midst who would entertain us by giving a sample of some of her works. We expectantly sat down, never dreaming what was coming. He introduced her as Miss Robinson and, hardly waiting for him to complete his introduction, she sidled up to him and made herself at home immediately.

She was tall, thin almost to extreme, and slightly stoop-shouldered. Although not pleasing in appearance, there seemed to be something about her eyes which attracted one. It was hard to determine whether this was due to our natural curiosity or some secret charm in her. She was wearing a brilliant red chiffon dress which was much too elaborate for such an informal party. Her hair was pulled severely behind her ears and hung loose on the back of her neck. We were so astonished at the apparition that we fairly gasped.

Then she began to speak. She informed us in tones of voice ranging from almost bass to high soprano that she was a poet and a playwright. Then she launched into the most stirring, romantic, and impossible love lyric I have ever heard. We were glued to the spot. She elaborated it with numerous and superfluous flourishes to make it more realistic. She rambled on for fully thirty minutes, then without any warning at all, she fell to the floor in dramatization of the disappointed hero who died of a broken heart.

This was our first experience with her. We saw her many times afterwards, but always managed not to meet her singly as she would "talk your right arm off." She talked about anything at random and continuously. Her taste was very eccentric in all matters and she was considered more or less a freak by people who could not appreciate real genius. But then real genius is rarely appreciated.

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The following paper is representative of the work of students who failed in the Test.

**MY BEST FRIEND**

We usually think that a person is very indifferent and unusual that does not have one person of their aquanties, as their best friend.

There are many reasons why I choose this one as my best friend. The first reason would be her character and disposition. My best friend has a very clean character. She is known very far and wide as a girl of clean, morals and high ideals. She is very dignified and refine, being very particular with whom she chums with.

My best friend has a very pleasant disposition, which makes she very easy to get along with. With this pleasant disposition, she makes friends with every one. She is considered a very beautiful girl of the blonde type.

The reason I choose her as my best friend, is because we understand each other. We seem to like the same thing, and have very much in common. We always play a fifty-fifty part. Try to please the other in any way we can.

Other good quantities of my best girl friend would be in her home life. She comes from a family of great understanding with each other. They have system in their home; which every one is to see that he or she is keeping their daily habits in order. The mother watches after them and trains them that honesty, and clean character is the highest goal in life. My best friend is very must judge from her home life as well as other people.

My best friend is a person that you can eaisly depend on in what she says and does.

























